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RIGHT LIVING

A DISCUSSION COURSE FOR
GIRLS *and* BOYS

By MAURICE J. NEUBERG

THE UNIVERSITY OF CHICAGO PRESS
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FOREWORD TO THE PUPIL

THE JUDGE WHO WAS A THINKER

Some time ago a number of friends and I went to the Children's Court, where boys and girls are brought because of their bad conduct. As we sat there a girl was brought in who had been caught stealing money from the store in which she worked. After the accuser told how much she stole and how she did it, one of my friends said, "She ought to be punished for that!" But that was not what the judge thought. He inquired into the case to find out why the girl had stolen. Finally, after having investigated the case and having made the girl promise that she would never steal again, he dismissed her. The judge, you see, was a *thinker*. He would not make any decisions until he had investigated and examined the matter.

Practically all people do one of two things: Some jump at conclusions, as did my friend. We call them impulsive. Others investigate and examine things before they decide. We call them thinkers. Of course you prefer to belong to the latter type.

Throughout this course, there will come up some questions about which you and the rest of the class will have to decide. I am sure almost every hour there is something upon which you have to make up your mind and act accordingly. Try from now on to be a *thinker*.

THE NATURE OF THIS COURSE

The apostle Paul, speaking of himself, said: "When I was a child, I spoke as a child, I understood as a child

I thought as a child" (I Cor. 13:11), and he might have added, "I acted as a child, and everybody excused me because I did not know any better." The same is true of all boys and girls. As they grow up they are expected to understand, to speak and to act in a manner different from children. When you were a child your father or mother decided for you. Now, as you grow into womanhood or manhood, you will be held responsible for what you say and do.

If you were living all alone and never had to come in contact with other people, you could do just as you pleased and nobody would ever find fault with you. But, since you are living and mingling with others and are going on to do so more and more, you will be facing problems of right and wrong, and it will be for you to decide how to meet such social problems, and what to do. By "social problems" is meant problems of conduct between you and other people.

The lessons in this book are actual problems that other boys and girls of your age have faced. Some of them have decided to meet them the wrong way and others the right way. The author has written down for you these problems and the way the boys and girls have decided about them. Under the heading "What to Do" you are referred to the Bible and to other books that record similar problems and show how other people have met them or have been told to meet them.

THE METHOD OF STUDYING THESE LESSONS

Each lesson is divided into two parts. *First*, the actual stories and questions that are to direct your thinking about these problems, with references to the Bible and

other books. *Second*, "What to Do," as mentioned in the last paragraph, references to "Stories You Will Enjoy," and a prayer.

1. Read the stories carefully.

2. Then imagine yourself to be the person concerned in each story and think out what you would do.

3. Choose a motto from the references and memorize it, and then answer the questions after each story.

4. Turn to "What to Do." Remember this part of the lesson is just as important as the first, so follow the directions carefully.

5. Write down all your decisions and take the paper to the class.

6. The teacher will probably get the class to discuss each problem and at the end take a class vote on the decision.

7. Memorize the prayer at the end of the lesson and use it every day that week.

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LESSON 1

LIFE-SITUATIONS

The boy who wanted to get a seat.—There was quite a crowd getting into the train. Everybody was following the crowd. Suddenly a boy pushed himself through the crowd. He ran into the car and jumped into the nearest empty seat. All the seats were soon taken, and there were several ladies left standing in the aisle. A young man who sat with the boy got up and gave his seat to one of the ladies, who was standing near by. He whispered to the boy, "You had better give your seat to one of the ladies." The boy replied, "This is none of your business; besides, I bought a ticket just like they did."

QUESTIONS

1. Was he right in what he said? Why?
2. How would he have liked to see his mother standing up while another boy was sitting down?
3. Should the boy have pushed himself ahead of the others, since they were there before he arrived? Why?

The girl who knew how to answer.—Ethel was not yet twelve. She entered the street car and handed the conductor three cents, which was the price of the half-fare.

"How old are you?" the sturdy conductor asked.

"Eleven, sir," was her reply.

"You look as if you were fourteen," he insisted.

"Thank you," she replied. "This is a compliment you are paying me, but I am only eleven. How would you like it if somebody spoke like this to your girls?"

The conductor blushed and said no more about the girl's age.

QUESTIONS

1. What would you have done if you had been in Ethel's place?

2. Suppose she had become angry with the conductor and talked back; what might he have done?

3. How do you think the conductor felt after she talked to him in this manner? How do you think he acted toward other girls after this?

The boy who would not be a sissy.—"Jack, why don't you tip your hat to me when you meet me in the street, like Ralph does to his sister?" his sister asked him.

"Do you think I am a sissy like Ralph?"

Jack tips his hat to his teacher, who is not any older than his sister.

QUESTIONS

1. Is Ralph a sissy for tipping his hat to his sister? Why?

2. Should a boy be polite to his sister? Why?

3. If a boy does not respect his sister, do you think he will later respect older ladies? Why did Jack tip his hat to his teacher?

REFERENCES

From the Bible.—I Cor. 13; Col. 4:6; I Pet. 3:8.

From general literature.—*The Mill on the Floss*, by George Eliot

WHAT TO DO

1. Read the stories and in your notebooks write your answers to the questions following them.

2. Sometime during the week talk over these stories with your parents or two or three of your grown-up friends whom you admire; get their opinions and the reasons for their opinions. Write down on a separate page what they say.

3. On Saturday or Sunday morning, read over the lesson stories again; also read your opinions and the opinions of your friends. Think over these results and see whether you wish to change your opinion. If you do, write down your new opinion and the reasons for it.

4. Take all this material which you have prepared to Sunday school, where, with the help of your teacher and the others in the class, you will discuss each problem. After you have heard what the rest say, draw your own conclusions, and vote accordingly. Let the secretary of the class write down the class decision in the class record-book. Copy it in your own book to keep.

5. Read I Cor. 13. Then read *The Mill on the Floss.* (You can get it at any library.)

6. Did the people in this story practice what the apostle Paul taught in I Cor. 13?

7. Did the boy who would not give the lady his seat practice it?

8. Did the boy who would not tip his hat to his sister practice it? Did Ethel practice it? Which verses do you like best in I Cor. 13? Why?

9. Think out your answers to these questions so that you can give your reasons:

a) Would you rather do an errand for someone who spoke pleasantly to you or for someone who spoke roughly?

b) What is likely to become of a boy who is not polite when he is small? Why?

c) What do people think of a boy who is impolite?

d) Should a boy get up for an older man?

e) Should men or boys always give up their seats to ladies? When?

f) Somebody said that:

> Politeness is to do and say
> The kindest thing in the kindest way.

Who in the lesson stories fulfilled this saying? Who did not?

g) Memorize the chapter and the two verses from the Bible.

h) Pick out a verse you would like to have for a motto for courtesy.

i) See how often you can practice it this week. Record in your notebook and bring to class the number of times you find it hard to be polite.

STORIES YOU WILL ENJOY

"The Disdainful Maiden," in *Stories of the King*, Baldwin, p. 141.

"The Three Students," in *Silesian Folk Tales*, Lee and Carey p. 39.

"The Wagoner," in the same book, p. 17.

"Edward, the Black Prince," in *Historical and Biographical Narratives*, Wollock, p. 128.

"Roland," in the same book, p. 119.

"Sam and Cecil," in *The Wonderful Chair*, Browne, p. 132.

"Sir Walter Raleigh," in *Famous Stories Retold*, Baldwin, p. 51

PRAYER

"Dear Lord, forgive us if we have been impolite to others, drive out of every heart the lurking grudge; give us grace and strength to forgive offense; strengthen us to our friends and soften us to our enemies; help us to be kind and courteous as Jesus was when he was here on earth. We ask this in his name. Amen."

Answers to "What to Do"

LESSON 2

LIFE-SITUATIONS

The boy who was late for luncheon.—"Jack, we have been waiting luncheon for you, and when you did not come home we were worried about you."

Jack's mother was talking, for Jack was half an hour late for lunch.

"Yes, mother," replied Jack, "I shall come home on time from now on."

This was not the first time Mrs. Brown had held this conversation with her son. Each time he makes the same promise, but he does not keep it. When the other children are dismissed for luncheon, Jack, instead of going straight home, plays around with another boy and is always very late for his luncheon at home.

QUESTIONS

1. What was the trouble with Jack?
2. What ought his parents to do about it?

The boy who played the ukulele.—"Please, Sam, you are making such a noise that I cannot study."

Margaret was begging her brother to stop making so much unnecessary noise with his ukulele.

"If you don't like it, you know what you can do," was his reply; and he kept on playing.

QUESTIONS

1. Was Sam right in his reply? Why?
2. Margaret was younger than Sam; should she not have waited until Sam was through playing? What do you think?

3. Should boys never make a noise? Especially when they are just practicing?

4. What should Sam have done when his sister asked him to stop?

The boys who went for a boat ride.—They were told by their parents never to go on the lake without some older person with them. But they went out in the rowboat just the same.

A little later, thinking that one of the parents was looking out through the window toward the lake, they hurried to the nearest point on the shore, anchored the boat there, and went home.

Meanwhile the parents were looking all over for them, and not being able to find them, began searching the shore. They found the rowboat anchored at their neighbor's dock. Not finding the boys in the boat, they became greatly alarmed for fear some accident had happened. They did not know what had happened to the boys until they returned.

QUESTIONS

1. Were the parents right in forbidding the boys' going to the lake without an older person being with them? Why do you think so?

2. What should the boys have thought of before they went rowing? How would this have helped them?

3. What would you have done if you had been in these boys' places?

4. Should they have been punished? How?

REFERENCES

The Golden Rule.—Matt. 7:12.

"Be to others kind and true
As you'd have others be to you;
And neither do nor say to men
Whatever you would not take again."

WHAT TO DO

1. Read the stories and write your own answers in your notebook.

2. Think out the answers to these questions:

a) Do you know of any boy or girl who is thoughtful of others? Tell about him.

b) What would happen if everybody made today's motto his own?

c) Who gave the Golden Rule? Did he keep it? Was he thoughtful of others? Tell something about him.

d) How many children does your teacher have to look after? How could they help their teacher?

e) Who is the most thoughtful person in your home? How is that person thoughtful of you? What thoughtful thing can you do for that person today?

3. Notice how many things you can do for others and how many times you can be thoughtful this week, and notice what helped you to do those things. Write it down and compare it at Sunday school with what the other pupils have written.

STORIES YOU WILL ENJOY

"Don't Count Your Chickens," in *Story Plays Old and New*, Varney, p. 76.

"Darius Green and His Flying Machine," in *Children's Book of Poetry*, Boon, p. 81.

"Stevenson's Lighthouse," in *Lives and Stories Worth Remembering*, Kupfer, p. 9.

"Boisterous Ann," in *Careless Jane*, Pyle, p. 15.

PRAYER

"Dear heavenly Father, I thank thee for this new day. Help me to do my work joyfully and faithfully. Teach

me to be truthful and generous and thoughtful to others. Make me more gentle and kind. When I do wrong, help me to apologize to those whom I have wronged. Make me considerate at home, at school, and in the street. Help me every day to grow more like Jesus. Amen."

LESSON 3

LIFE-SITUATIONS

The boy and the school reader.—A school reader disappeared from the school about two months before the end of the term. It happened that Fred, whose parents were very poor and could not afford to buy books for him, had been loaned a reader by the teacher sometime before the other reader was lost. The week before the close of school Fred found the teacher's reader missing from his desk and the lost or stolen reader in its place. Naturally timid, and dreading suspicion by the teacher, he said nothing; but at the end of the term he told the teacher that he was leaving her reader in his desk.

QUESTIONS

1. Why did he not return the reader himself?
2. Was it fair not to return the book to the teacher? Why?
3. What was wrong in his statement to the teacher?
4. What should he have done?

Frances and her guests.—Frances invited several of her girl friends to play croquet. During the play she and two of the girls noticed one of the others cheating. Not wanting to insult her guest, Frances did not know what to do, although she knew it was wrong to cheat. The other girls, being only guests, did not feel that it was up to them to tell the girl that she was cheating.

QUESTIONS

1. Should Frances or the other girls tell her? Why?
2. What would you do in a case like this? How would you do it?

3. Is it necessary that the girl who cheated should be told about it? Why?

The boy and the pickerel.—Bill was told not to go near the lake, but one day when his parents were away he went down to the lake. The first thing he saw was a pickerel near the dam. He thought he might be able to drop a brick on it. In trying to do so, he lost his balance and fell in. When he came home he refused to make any explanation of his wet clothes.

QUESTIONS

1. Why did Bill refuse to explain?
2. Would you have explained?
3. What would have been the proper thing for Bill to do? How should he have done it?

REFERENCES

From the Bible.—I Kings 21:17–29.

Memorize: "Watch ye, stand fast in the faith, quit you like men, be strong."—I Cor. 16:13.

WHAT TO DO

1. Read the first story again. Think it over seriously. Answer the questions at the end of the story and give reasons for your answers.

2. Do the same with each of the other stories.

3. Sometime during the week talk over these stories with your parents or two or three of your grown-up friends whom you admire; get their opinions and the reasons for their opinions. Write down on a separate page what they say.

4. Read in the Bible I Kings 21:17–29.

a) To whom did Elijah speak?

b) Why did he do it?

c) Who had a harder task, Elijah or Frances? Why?

d) What do we call one who is afraid to fight when necessary? How about one who is afraid to stand for what is right?

5. On Saturday or Sunday morning, read over the lesson stories again; also read your opinions and the opinions of your friends. Think over these results and see whether you wish to change your opinion. If you do, write down your new opinion and the reasons for it.

6. Take all this material which you have prepared to class, where, with the help of your teacher and the others in the class, you will discuss each problem. After you have heard what the rest say, draw your own conclusions, and vote accordingly. Let the secretary of the class write down the class decision in the class record-book. Copy it in your own book to keep.

STORIES YOU WILL ENJOY

"Valentine and Ursine," in *Stories of the Olden Times*, J. Johonnot.

"Grace Darling," in *Stories of Other Lands*, J. Johonnot.

Adventures of Billy Topsail, N. Duncan.

PRAYER

(Memorize this prayer and use it every morning before you leave your room.)

"O Lord God, help me always to be courageous to do and say what is right; save me from being a coward. If I have done wrong, help me to confess it and ask for forgiveness; help me to grow up to be a man (a woman) as real and true as Jesus was; help me to be of some help to others, especially to my friends. Amen."

LESSON 4

LIFE-SITUATIONS

Two boys and candy.—Donald was sent to buy something at the drug store. He asked his friend Dick to go with him. While Donald was standing near the medicine room, waiting for the druggist to come out, he noticed Dick reaching into a box of loose candy, helping himself, and putting some in his pocket.

When Donald came home he told his parents about it and asked them what he should do.

These are the things which Donald could have done: (1) He could have told the druggist about it. (2) He could have told Dick's parents. (3) He could have spoken to Dick about it.

QUESTIONS

1. Which of these three should he have done? Why?
2. Which of these three should he not have done? Why?
3. Why should Donald have done anything at all?

The girl who found a wrist watch.—"Catherine, you ought to hand in the watch at the office, because it belongs to one of the girls."

Gwen was trying to convince Catherine that the wrist watch she found in the washroom at school belonged to the one who lost it and not to the one who found it. Catherine would not listen to her friend's advice, but, on the contrary, called her down, saying, "It is none of your business! And besides, I did not steal it, I found it. If you tell anyone, you will be a tattletale."

QUESTIONS

1. Did Catherine have the right to keep the wrist watch because she found it?

2. What should Gwen have done?

3. Would she have been a "tattletale" if she had told on Catherine? What is a tattletale?

4. What would you have done if you had been in Gwen's place?

5. Was it any of Gwen's business? Why do you think so?

REFERENCES

From the Bible.—Proverbs 27:5.

WHAT TO DO

1. Look up in a large dictionary the meaning of "stealing" and "tattle," and write it down.

2. Find out (the best person to ask is a lawyer) what one is to do in your state when he finds something that belongs to another person. Write it down.

3. Think out your answers to the following questions. If there are any points you cannot make up your mind about, write down the reasons on both sides and bring them to class.

a) Suppose there were no laws that lost articles must be returned to their rightful owners; would it be right to keep the articles we find? Why do you think so?

b) Is it more courteous to let a person do wrong in order to save his feelings, or is it better to tell him that he is doing wrong?

c) Should we always mind our own business, and let others do whatever they please as long as it does not concern us? Why do you think so?

d) Ought anyone, for the sake of a friend, to give up his own principles of right and wrong?

e) Would a true friend ever want you to go back on your own principles? Give an example.

4. Read the stories again, and write down your answers to the questions.

STORIES YOU WILL ENJOY

"Go and Come," in *The Golden Windows*, L. E. Richards.

"Wise Men of Gotham," in *Fifty Famous Stories Retold* J. Baldwin.

"Bottle o' Brains," in *More English Fairy Tales*, J. Jacobs

Memorize:

He liveth long who liveth well;
All else is life but flung away;
He liveth longest who can tell
Of true things truly done each day.

PRAYER

(Use it this week.)

"Gracious Father, help us always to stand up for that which is right and to protest against that which is wrong; help us to have the courage and tact to do this even when it is our friends who do the wrong. May we have the wisdom and courage of Jesus in our stand for right; may we always endeavor to be helpful to others. Amen."

LESSON 5

LIFE-SITUATIONS

The boys who practiced shooting.—Ivan, who was twelve years old, was spending the week-end with his younger cousin, Dudley, who was eight years old. Sometime during the afternoon when Dudley's parents were out shopping, Ivan persuaded him to get his father's rifle and practice with it. After a little coaxing, Dudley took down the rifle and they used up all the cartridges. Then they put the rifle back in its place. After a few days when Dudley's father went to use the rifle, he discovered that all the cartridges were missing. When he asked Dudley if he knew who had had the rifle, he said, "No."

QUESTIONS

1. Was it wrong of Ivan to ask his cousin to go out shooting? Why?
2. Was it wrong to take the rifle for a little while? Why?
3. Was Ivan to blame for the lie Dudley told? Why?

The boys who turned out the lights.—They were all waiting for the teacher so that they could start the program for the social which their Sunday-school class was having. As the teacher was late, one of the boys suggested that they turn out the lights and have some rough-house. So they did, and when they turned on the lights again they found that they had broken three chairs. When the teacher came they all put the blame on the boy who suggested it, saying, "If he had not suggested it, we would not have done it." He admitted it, but said that they

did not have to do it. "I only suggested it for fun," he said.

QUESTIONS

1. Were the boys right in putting the blame on that one boy?
2. Suppose he had not taken part in what they did, should he be blamed then?
3. Who do you think is responsible in this case? Why?

The boy who encouraged others.—The old fisherman was surprised to see a bunch of boys bring him a basket of food; and he was again surprised when they straightened out his shack, swept the floor, and ate dinner with him.

It all happened in this way: One day when the old man went in to town, some of these boys decided to have fun with him by throwing stones at him so that he would swear. When Harry saw what they did to the old man, he gave them a talking to, and told them they had better take some food and apologize for what they had done.

QUESTIONS

1. Why did the boys change their method of dealing with the fisherman?
2. Is it likely that the boys would have been sorry on their own account? Why?
3. Do you think Harry had a right to talk to them as he did?

REFERENCES

From the Bible.—Gen. 4:1–9; Phil. 2:4.

From general literature.—"Be a pattern to others and all will go well."—CICERO.

"We are writing a Gospel,
A chapter each day,
By deeds that we do,
By words that we say;

People read what we write,
Whether faithless or true;
Say, what is the Gospel
According to you?"

—Bishop McIntyre

"And each shall care for other
And each to each bend,
To the poor a nobler brother,
To the good an equal friend."

—Ralph Waldo Emerson

WHAT TO DO

1. After you have read the stories carefully and thought out your answers to the questions, write in your notebook the conclusions you reach.

2. Sometime during the week talk over these stories with your parents or with two or three of your grown-up friends whom you admire; get their opinions and the reasons for their opinions. Write down on a separate page what they say.

3. Read the story in the Bible (Gen. 4:1–9). What did Cain's question mean? Do you think he was?

4. Are we ever responsible for what other people do? Why do you think so?

5. Think of some occasion when someone influenced you to do some special thing. What was it? How did he do it?

6. Do you know of anyone you ever influenced to do something? Are you glad you did? Why?

7. Write down the name of a leader in your town and tell why he is so.

8. Write down the qualities you think a good leader should have.

9. Has the follower any responsibility? What makes a good follower?

10. Read the stanza from Bishop McIntyre. What will happen if everyone in the class thinks of this before he does or says anything? Is it worth trying?

11. Which of these readings would you choose for your motto? Write it down in your notebook.

STORIES YOU WILL ENJOY

Eight Cousins, L. M. Alcott.

"The Day Laborers," in *Heroes of Everyday Life*, G. F. Coe.

"Petitions for Pardon," in *A Book of Golden Deeds*, C. M. Yonge.

If I Were a Boy and *If I Were a Girl Again*, L. E. Keeler.

PRAYER

(To be used throughout this week.)

"Heavenly Father, I thank thee for thy love toward me, for the good leaders thou hast provided for me. Help me to become a good leader. Forgive me if I have misled other boys and girls. Help me to live so that I may never be ashamed to have others follow my example. Amen."

LESSON 6

LIFE-SITUATIONS

The boy who did not get the job.—They were both waiting to see Mr. James in order to apply for a job which was open for Saturdays and part time during the week. At first sight, Mr. James decided that he would take Jack, because he was the taller and looked huskier. After considering, he decided to take Edward instead, and talked to him about what his work would be.

"Why did you refuse to take me?" asked Jack. "I am taller and have had more experience."

Mr. James replied, "I dislike to hear anyone use slang, and especially do I despise anyone who swears. During the last five minutes in my office you used fifteen slang words and nine curse words, while Ed did not use any."

QUESTIONS

1. Was Mr. James right in his choice? Why?
2. What wrong is there in using slang or swearing?
3. What do you think of a boy who never uses slang or never swears? Why?
4. Which of the two do you think is worse, slang or swearing? Why?

The girl who used slang.—"Edna, I have told you many times not to use such language!"

It was Miss Andrews, her teacher, who was protesting against Edna's slang expressions.

"I don't care, Miss Andrews," Edna replied, "I think it is cute; girls use it, and all the boys in the school use it."

QUESTIONS

1. Do all boys use slang?

2. Do you think a girl should always do whatever the other girls do? Give an example.

3. Why do you think Miss Andrews objected to Edna's using slang?

4. Are people judged by their language? Give an example if you can.

The boy who protested.—"Listen, fellows, if you don't quit swearing, I shall have to go in." Clarence declared to his boy friends.

"Look at him!" they all shouted. "He has become a 'mamma's boy.' Since when did you quit swearing?"

"Since last Monday," was his reply. "I am not going to disgrace our family."

Clarence had heard his father tell of his family history and that none of their men ever swore; he was hoping that his children would follow in their footsteps. Clarence then made up his mind to keep up the family honor and not swear. The boys laughed at him and said, "You will become a sissy."

QUESTIONS

1. Were the boys right in laughing at Clarence? Why?

2. Who do you think had the more courage, Clarence or the boys? Why?

3. Does one become a sissy because he does not swear? Why?

REFERENCES

From the Bible.—Matt. 12:35–37; 15:11–18; Jas. 3:1–12.

Memorize: "Thou shalt not take the name of the Lord thy God in vain: for the Lord will not hold him guiltless that taketh his name in vain."—Exod. 20:7.

"Let no corrupt communication proceed out of your mouth, but that which is good."—Eph. 4:29.

"Set a guard, O Lord, to my mouth; keep watch at the door of my lips."—Ps. 141:3.

WHAT TO DO

1. Think out your answers to the questions following the stories, but do not write them down at present.

2. Read the references in the Bible to see what they have to say about those questions. Write down anything you do not understand, to talk over in class.

3. Commit to memory the third commandment. Write down what you think it means to take a name "in vain." Did Jack break this commandment? Did Edna?

4. What did Jesus mean in Matt. 12:35–37 and in 15:11–18?

5. What did James mean in 3:1–12?

6. Look up in the dictionary the meaning of "slang" and "swearing," and write it down. Which is worse? Why?

7. Are there other words besides slang or swearing that are as bad or even worse? What kind?

8. Why do people swear? Why do they use slang?

9. Does anger justify swearing? Does swearing give relief?

10. Are all people bad who use slang or swear? Why do you think so?

11. Ask six people, those you admire most, what they think of people who use slang or swear.

12. Now write down your answers to the questions following the stories.

13. Do you know of any real man who does not swear or use slang? Tell about him. What do you think of him?

14. Write down each night of this week the number of times you swore or used slang during the day, also the number of times you held back from using slang or swearing.

15. Write down the reasons why you agree or disagree with this couplet:

> Maintain your rank, vulgarity despise,
> To swear is neither brave, polite, nor wise.
>
> —COWPER

16. Which of the readings do you choose for your motto? Write it down in your notebook.

PRAYER

(To be memorized and used during the week.)

"Dear heavenly Father, help us always to watch our tongues. Give us strength and willingness to keep silent when we are provoked or in danger of saying unkind or wrong words. Forgive us if we have ever said or caused others to say wrong words, and help us never to do so again. 'Set a watch, O Lord, before my mouth; keep the door of my lips.' Amen."

LESSON 7

LIFE-SITUATIONS

The boy who was found in the Children's Court.—It was 5:30 in the afternoon, and Andrew had not come home. His mother, Mrs. Ferguson, became worried and telephoned to the school. She was told that he had not been at school for two days. While Mrs. Ferguson was wondering what she was to do next, the telephone rang, and when she took off the receiver she was told that Andrew was in the Children's Court because he had been caught stealing money from a candy store. Andrew would not confess a thing until his mother came; then he broke down and told the whole story:

"Last summer I got acquainted with two boys older than myself. They were nice to me, gave me candy and money, and taught me to smoke and do other things. Four weeks ago when I started to school they met me and told me that they knew where I could get cigarettes and money. They took me to the candy store where I was caught today."

QUESTIONS

1. If the boys had told Andrew at the very beginning to go and steal, do you think he would have gone with them?

2. If he had known that these boys would make a thief out of him, do you think he would have gone with them?

3. If his mother had told him last summer not to have anything to do with these boys, what would Andrew have said?

The bad boy. Kenneth was quite a problem to his folks, and in fact to the whole community. They called

him "the little devil." Some of the town people were even planning to send him to a boys' reformatory. But for the last few weeks Kenneth had not been doing any mischief around the town. Everyone wondered what had happened.

This is what happened. A new minister came to the church which Kenneth's folks attended. He asked Kenneth to come over and take dinner with him, after which he invited him to come to the Sunday school and join the boys' class. Kenneth hesitated a moment and then said "Do you think they will have anything to do with me?" After a talk with the minister, he promised to come to the class, which he did the following Sunday.

Since then he has kept on coming to Sunday school, to church, and to all the doings the boys have. Today he is the best-liked boy in the community.

QUESTIONS

1. What were the causes of the change in Kenneth's life? Which was the greatest? Give reasons for your decision.

2. What might have become of Kenneth if he had continued in the same old path he was following before he joined the Sunday school class?

3. Name the things Kenneth lost, and the things he gained by joining the Sunday school class. Which are worth more? Why?

The mother who forbade her girl. "Mother, why can't I go around with the other girls Mary goes with? They all were downtown last evening and had lots of fun and didn't come back until nine o'clock." Virginia's mother forbade her to have anything to do with three of the girls with whom Mary, her cousin, went around, though she did not say anything about Mary. These girls were wild, always running after boys, and did not mind swearing,

Answers to Questions

QUESTIONS

1. Was Virginia's mother right in forbidding her to go around with these girls? Why?

2. Was Virginia right in wanting to go with them? Why?

3. Why did not Virginia's mother forbid her to go with Mary?

REFERENCES

From the Bible.—"Be not deceived, bad company is the ruin of good character."—I Cor. 15:33 (Moffatt translation).

Prov. 1:7–18; Prov. 24:1–2; Ps. 1.

From general literature.—

UNCONSCIOUS INFLUENCE

"A Persian fable says: One day
A wanderer found a lump of clay
So redolent of sweet perfume
Its odors scented all the room.
'What art thou?' was his quick demand.
'Art thou some gem from Samarcand,
Or spikenard in this rude disguise,
Or other costly merchandise?'
'Nay, I am but lump of clay.'
'Then, whence this wondrous perfume, say!'
'Friend, if the secret I disclose—
I have been dwelling with the rose.' "

WHAT TO DO

1. Memorize the First Psalm and read Prov. 7:7–16.

a) Tell in your own words the relationship of this psalm to our lesson. To which story of the lesson does it apply most? Why?

b) To which story of the lesson does the other reading apply?

2. Of which story does the poem remind you? Why? If you like it, memorize it.

3. Write a list of qualities that you think a real companion should have.

4. Ask three older people than yourself what qualities a good companion should have. Write these down and compare them with your list,

5. Do your companions have these qualities? Do you have these qualities?

6. Are we judged by our companions? Is it right? Why?

7. Should we never have anything to do with bad boys or girls? Why?

8. Suppose one had bad companions, what should one do about it? Would you do it?

9. Which of the readings would make a good motto for this lesson? Write it down in your notebook.

STORIES YOU WILL ENJOY

"The Lion and the Mule," in *Animal Folk*, Stanley, p. 201

PRAYER

(To be used this week.)

"Help us, our Father, to be very careful in choosing our companions. May we choose those who will be a help to us, and grant that we may be worthy companions to others. May all our companionships be of mutual benefit. In Jesus' name. Amen."

LESSON 8

LIFE-SITUATIONS

The boys who told on their friends.—The college students were parading down the street, singing and shouting because their team had won the football game.

A group of younger boys decided that it would be fun to play some tricks on these students. They got hold of a basket of eggs and threw them into the midst of the parade, although they were careful not to hit any of the students. Ed was not satisfied with just throwing the eggs and scaring the students, so he threw two eggs at one of the students and ruined his clothes.

When the boys were caught and asked to tell who the boy was that ruined the student's clothes, they would not give any answer for a little while. But after having seen the ruined clothes of the student, two of the boys told on Ed.

QUESTIONS

1. Do you think those boys were disloyal to Ed in telling on him? Why?
2. Should a boy ever tell on his friends? When?
3. Is there a time when we ought not to tell on our friends? When?
4. What do we mean by loyalty to a friend or group?

The girl who helped her chum.—Each member of the class was to make a design of oak leaves to be used on the cover of a booklet.

Jean finished hers before the time for handing in the design. On the same evening one of her chums came to

visit her and asked her to let her copy her design, which she did.

The next day when Jean turned in her work to the teacher, her chum had already turned in her design, and Jean was accused of having copied hers from the other girl. She did not deny it, neither did she tell the truth about it, but went home and made another design, saying, "I must be true to my friend."

QUESTIONS

1. Has anyone a right to help a friend by allowing her to cheat? Why?

2. Should one be loyal to one's friend even when it means doing wrong? Why?

3. What should Jean have done in this case?

The boys who had to decide.—The Boy Scouts of a certain church decided to give a basket social, proceeds from which were to be given to a boy who was ill with hip disease. Henry and Edward, who belonged to this group, were to take part in the program. When their father heard that it was to be given in a certain dance hall, he forbade the boys to take any part in the social.

For obeying their father and not helping in the program, Henry and Edward were laughed at and persecuted by the other boys for quite a long time.

QUESTIONS

1. Do you think Henry and Edward should have been loyal to the Scouts or to their father? Why?

2. Should we always be loyal to our parents? Why?

3. Were the boys doing right in making fun of Henry and Ed? Why?

4. Could the boys have done anything else so as to be loyal to both?

REFERENCES

From the Bible.—"A faithful man shall abound with blessings." —Prov. 28:20.

II Kings 22:1—23:25.

From general literature.—

"Lord, let me make this rule,
To think of life as a school
And try my best
To stand each test,
And do my work
And nothing shirk."
—Babcock

"To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man."
—Shakespeare

WHAT TO DO

1. Read the story from II Kings.

2. In what ways is the story in the Bible similar to the stories in our lessons?

3. What were some of the things that helped Josiah to do right? Do you think that if the girls and the boys in this lesson had been like young Josiah they would have known how to be loyal and to whom? Give reasons for your answer.

4. Look up in a large dictionary the meaning of "loyalty" and write it in your notebooks. See whether you can apply that meaning to your answers, and to the three stories.

5. Explain in writing what the verse by Shakespeare means.

6. Which of the readings would make the best motto for this lesson? Write it down in your notebook.

7. Sometime during the week talk over these stories with your parents or with two or three of your grown up friends whom you admire; get their opinions and the reasons for their opinions; write down on a separate page what they say.

8. On Saturday or Sunday morning, read over the lesson stories again; also read your opinions and the opinions of your friends. Think over these results and see whether you wish to change your opinion. If you do, write down your new opinion and the reasons for it.

9. Take all this material which you have prepared to Sunday school, where with the help of your teacher and the others in the class, draw your own conclusions, and vote accordingly. Let the secretary of the class write down the class decision in the class record book. Copy it in your own book to keep.

STORIES YOU WILL ENJOY

"A Legend of the West Highlands," in *The Children's Third Book of Poetry*, E. K. Baker.

"Are You There, My Lord?" in *American Book of Golden Deeds*, J. Baldwin.

"The Making of a Knight," in *Stories of the King*, J. Baldwin.

PRAYER

(To be used every day throughout the week.)

"Our loving God and Father, thou who knowest all things, help us to know what is right and do it. Give us the spirit of loyalty — loyalty to convictions, to home, to friends, and to country — which means loyalty to thee. Help us to be loyal even if it seems sacrifice. Amen."

LESSON 9

LIFE-SITUATIONS

A potato race.—The boys of the Intermediate class of the Sunday school were having their regular social evening. Among different games played was a potato race, in which each boy pushed a potato across the floor with his nose. The boys were divided into two teams. As team No. 1 was getting ahead of team No. 2, two of the boys of team No. 2 pushed their potato with their hands, thus enabling them to beat team No. 1 and win the prize for their team.

After a while, one of the boys of the winning team, who saw the two boys cheat, told the captain of the team about it. When the captain spoke to the boys about their cheating, they gave two excuses: (1) They did it for the team and not for themselves. (2) They did it just for fun.

QUESTIONS

1. Is cheating any different when it is only in fun?
2. What harm is there in cheating in a game of this kind?
3. Are there times when it is right to do for someone else, or for your team, what you would feel wrong in doing for your own advantage?

The boy who wanted a bicycle. George's mother promised him a bicycle if he made three A's at the end of the school term.

Just as he entered the school to take his last examination he was told by the principal that so far he had made only two A's. That meant that he had only this one more

chance to make the third A. The subject in which he was to take the examination was English.

He had answered seven questions out of the ten fairly well, but not perfectly; and he did not know the answers to the last three. He sat between his girl cousin and a boy friend, both of whom were very good in English. As he realized that without the third A he would not be able to get his longed for bicycle, the thought came to him that he might copy from one of the two near him. As he started to look at one of the papers, he suddenly realized it would not be right to get an A by cheating. He did not cheat, and knew that therefore he would not get the promised bicycle.

A few days later his mother called up the principal to find out George's grades. The principal told her that George had made three A's and that the third A was in English.

"No," exclaimed George, "that is a mistake, for I only answered seven questions out of ten." When the principal looked it up he found that George was right; he then told them that he would give him an A anyway because he was honest, but George would not accept it because he did not earn it.

QUESTIONS

1. George could have copied. He could have kept quiet when the principal made the mistake with his mark. Why did he do neither?

2. He could have accepted the A, since the principal offered it to him.

3. What would you have done in each case? Give reasons.

II *rong change.* Peggy's Sunday school class voted to buy a basketful of food for a poor woman for Christmas.

The girls had decided that each one must earn the money herself. No one was to ask her parents or friends for it.

It was Thursday afternoon, and Peggy had not earned a penny. She was rather worried about it, as the money had to be turned in on Sunday and there was not much time left. She could not tell her mother about it, because she would have insisted on giving her the necessary amount.

That same afternoon Peggy's mother asked her to take some fruit and preserves to her invalid grandmother who lived about two miles away. Peggy had to take the street car, and the conductor made a mistake in her change, giving her sixty-three cents instead of forty-eight.

"Goody!" thought Peggy. "Now I will have twenty cents toward the basket of food." As she went in for a seat the thought came to her, "This money belongs to the conductor or the street-car company, and besides, I did not earn it. Well, the poor woman and her children really need something to eat, and the car company has lots of money. The ticket does not cost them anything. They will only lose thirteen cents. They won't mind that; besides, it is not for me."

QUESTIONS

1. Who would have been the loser, the conductor or the company?
2. Is it right to cheat for the sake of another? Why do you think so?
3. Would the lady for whom they were getting up this basket have been happy if she knew how Peggy got her money?
4. Should we ever do wrong when by doing that we also do good? Why do you think so?
5. What would you have done in a case like this? Why?

REFERENCES

From the Bible.—

"Bread of falsehood is sweet to a man
But afterwards his mouth shall be filled with gravel."
—Prov. 20:17.

"He who is faithful with a trifle is also faithful with a large trust, and he who is dishonest with a trifle is also dishonest with a large trust."—Luke 16:10 (Moffatt's translation).

From general literature.—"An honest man's the noblest work of God."—Pope.

"No amount of intelligence and no amount of energy will save a nation which is not honest."—Theodore Roosevelt.

"He that doth still and strongly good pursue,
To God, his neighbors, and himself most true;
Whom neither force or fawning can
Unpin, or wrench from giving all that's due."
—George Herbert

WHAT TO DO

1. *a*) Read the first story over again.
b) Think it over seriously.
c) Answer the questions at the end of the story.
d) Give reasons for your answers.

2. Do the same with stories 2 and 3.

3. Sometime during the week talk over these stories with your parents and some of your grown up friends whom you admire, and get their opinions and the reasons for their opinions. Write down on another page what they say, to compare in class with the opinions the other pupils have brought.

4. Read in the Bible Gen. 30:25–43.

a) Did Jacob think it was wrong to cheat his father-in-law?

b) Why did he do it in secrecy?

c) Do you think that Jacob was cheating?

d) Do you know of anybody who has been or is trying to get rich as Jacob did?

5. On Saturday or Sunday morning read over the lesson stories again. Also read the opinions of your friends and your own opinions. Think over these results and see whether you want to change your opinions. If you do, write down your new opinions and reasons.

6. Choose a motto from this lesson's readings and write it down in your notebook.

7. *a*) Take all this material which you have prepared to Sunday school, where, with the help of your teacher and the others in the class, you will discuss each problem and register conclusions by a class vote.

b) Let the secretary of the class write down the class decision in the class record-book. Write it in your own notebook.

STORIES YOU WILL ENJOY

The Story of a Bad Boy, T. B. Aldrich.
The Junior Cup, Allen French.
"The Honest Woodman," in *Child's World*, E. Paulesson.
"Talor Zuirbel," in *Silesian Folk Tales*, Hyde and Company.

PRAYER

"O gracious Father, forgive me if I have ever cheated or been dishonest. Keep me from cheating and cribbing. Help me never to be a coward, but give me strength to be honest and true. Be with all boys and girls. In Jesus' name. Amen."

LESSON 10

LIFE-SITUATIONS

The boy who cut his knee.—One afternoon Harold was told to go out and look after the cow. Instead of doing so, he and one of his friends went swimming in an unsanitary pool, where his father had forbidden him to go.

As he jumped into the pool he struck his knee on a broken piece of clay tile and cut through the flesh to the kneecap. When he reached home, he told his parents the following story: "While chasing the cow in the pasture to keep her from getting into the mud hole, I fell and cut my knee on a piece of broken tile."

He had made his companion promise to tell the same story if questioned. "This is not lying," he said to his friend. "When I tell the facts and someone else gets the wrong idea from them, that's his lookout, not mine."

QUESTIONS

1. Did Harold tell a lie? Why do you think so?
2. Did he tell all the facts?
3. Is it ever right to tell only part of the truth? When?

The boys who went swimming.—Father and mother were away one Sunday, and the two boys were left with their older sister.

After dinner Jimmy, their neighbor's boy, came over and asked the boys to go in swimming. They had never gone swimming on Sunday before, and their sister asked them not to go that day, especially since father and mother were away. Jimmy then suggested that they go

over to his house and study their Sunday-school lesson for next Sunday. After they had finished studying their lesson, Jimmy told them it would be all right to go swimming now that they had studied their Bible. He also said that God would forgive them even if they did have to tell a lie, because they had studied their Sunday-school lesson. When they came home from swimming, Mildred, their sister, noticed that their hair was damp and curly, and when she asked them whether they had been in swimming, they said that they had not, but had been at Jimmy's house studying their Sunday-school lesson.

QUESTIONS

1. Is it right to do good in order to do wrong later? Why?
2. What harm is there in telling a lie? To whom is the harm?
3. Did these boys tell a lie?

REFERENCES

From the Bible.—"Wherefore, putting away falsehood speak ye the truth each one with his neighbor: for we are members one of another."—Eph. 4:25.

"God is not man, that he should lie,
Neither the son of man, that he should repent;
Hath he said, and will he not do it?
Or hath he spoken, and will he not make it good?"
—Num. 23:19

"Let what you say be simply 'yes' or 'no'; whatever exceeds that springs from evil."—Matt. 5:37 (Moffatt's translation).

Prov. 12:17, 19–22.

From general literature.—

"Dare to be true: nothing can need a lie;
A fault which needs it most, grows two thereby."
—Herbert

"Great is truth, and stronger than all things. All the earth calleth upon truth, and the heavens blesseth her.

"Truth abideth and is strong forever; she liveth and conquereth forever. With her there is no accepting of persons or rewards.

"Neither in her judgment is any unrighteousness; and she is the strength and the kingdom, and the power, and the majesty of all ages."—I Esd. 4:36, 38, 40.

WHAT TO DO

1. Read the stories and the Bible references. Answer questions on the stories.

2. Write down what you mean by "telling the truth"; by "lying." Then look up in a large dictionary the definitions of "truthfulness," "deceitfulness," "lying," and copy them in your notebook.

3. Can you tell nothing but facts and yet deceive? What is the difference between telling the facts and telling the truth?

4. What is "half-truth"? Ask someone to tell you the difference between a half-truth and a lie. Do you find an example in any of the stories?

5. Can anyone lie without speaking? If so, how?

6. What makes anyone want to tell a lie? Is one lie enough?

7. How do you feel toward someone whose word you know you can absolutely count on? How do you feel toward someone you know tells occasional lies? Why?

8. Do you know of boys and girls who told the truth even though they were afraid of being punished? Tell about them.

9. How can we avoid tempting others to lie?

10. Can you ever be courteous without being untruthful? How?

11. Choose a motto from your readings and write it down in your notebook.

12. Read again the verse from Numbers. Think what it would mean to you if God ever broke his word. Now read Matt. 5:48. Would Jesus tell us to do anything he will not help us to do?

STORIES YOU WILL ENJOY

"A Truth Speaker," in *Lives and Stories Worth Remembering*, Kupfer, pp. 71, 160.

Tom Brown's School Days, Hughes.

"A Hero of Honor," in *Stories of Old Kentucky*, Purcell, p. 14.

"Little Scotch Bonnet," in *School Management*, White.

PRAYER

"O God, my heavenly Father, I thank thee for thy love and for thy truth. Our lives are safe because we can count on thee every time. Give me courage to be truthful always, even when it means loss or punishment. In Jesus' name Amen."

LESSON 11

LIFE-SITUATIONS

An apple orchard.—Mr. Stevens and his Sunday-school class were camping over the week-end on land belonging to a farmer. The farmer had given them permission to camp there provided they would not enter his orchard or take any of the fruit around them. They all agreed not to touch anything that belonged to the farmer.

Next morning when Mr. Stevens got up he saw two boys climbing over the fence of the orchard, each eating an apple. When he called the boys, they said they took the apples because (1) they were hungry and it was an hour before breakfast; (2) the farmer did not see them.

QUESTIONS

1. Should they have taken the apples because they were hungry? Why?
2. Even if the apples were going to waste or beginning to rot, should they have taken them? Why?
3. Was it right to take the apples since the farmer did not see them?
4. To whom did the apples belong?

She only took her mother's money.—"Dorothy, where do you get so much money every day?" asked Lillian. Lillian was Dorothy's chum, and Dorothy treated her every day with candy and ice-cream.

"Oh, mother leaves her pocketbook lying around the

house, and she never counts her money, so I just help myself," replied Dorothy.

"But," said Lillian, "would your mother let you take all that money, if she saw you?"

"No," replied Dorothy. Then she asked, "Do you think taking mother's money is stealing?"

QUESTIONS

1. Would you call what Dorothy did stealing?
2. What would happen if Dorothy's mother caught her?
3. How would Dorothy's mother feel about it?
4. Does money that fathers and mothers have belong to us? Why?

The storekeeper who forgot to take the money.—Arthur was sent for a loaf of bread to the store where they always dealt. The store was crowded and the store-keeper was very busy. He handed Arthur his bread and turned immediately to another customer, asking what she wished.

When Arthur saw that the store-keeper forgot to ask for the money, he put the dime in his pocket, saying to himself, "He makes it up in other things, and anyway he will never miss it."

QUESTIONS

1. Was Arthur right in what he did? Why?
2. Was he right in what he said? Why?
3. To whom did the dime belong after Arthur got the bread?
4. What difference is there between what Arthur did and taking a dime from the cash register?

REFERENCES

From general literature.—"He that steals an egg, will soon steal an ox."—Old Proverb.

"He that loseth his honesty hath nothing else to lose."—Lyly

"Who is an honest man?
He who doth still and strongly good pursue,
To God, his neighbor and himself most true;
Whom neither force nor fawning can
Unpin, or wrench from giving all that's due.
Whose honesty is not so loose or easy, that a ruffling wind
Can blow away, or glittering look it blind:
Who rides his sure and even trot,
While the world now rides by, now lags behind."

—GEORGE HERBERT

From the Bible.—"Thou shalt not steal."—Exod. 20:15. Lev. 19:11.

WHAT TO DO

1. Look up in a dictionary the meaning of "stealing" and "honesty."

2. Should one always be punished for stealing? Why?

3. Is there ever a time when it is right to steal? When and why?

4. Do you know of anybody who stole and was not punished?

5. Tell of some people who were honest, even if it meant some loss to them.

6. Read the passage from Leviticus. Did the boys and girls obey the commandment? How?

7. There is a common saying, "Honesty is the best policy." Why is it the best policy? Is this the only reason for being honest? Is this the best reason? Why?

8. Who owns the flowers in the park and the equipment of the public school? Do the people have a right to help themselves to the flowers or the equipment?

9. What would you do if you found an article on the school premises? on the street? or on an electric car?

10. After you have answered all the questions and

given reasons for your answers, ask some older person to answer them.

11. Which of these references would make the best motto for this lesson? Write it down in your notebook.

STORIES YOU WILL ENJOY

"Farmer Veit," in *Silesian Folk Tales*, J. Lecard and A. S. Carey, p. 64.

"The Journeyman," in the same book, p. 132.

PRAYER

"O thou righteous God, forgive us if we have ever been dishonest even in small ways. Help us to realize that the things other people have are not ours. Help us never to steal even from our mothers and fathers. Help us to live honest, pure, and righteous lives. In Jesus' name. Amen."

LESSON 12

LIFE-SITUATIONS

The boys who went on a joy ride.—One evening when Mr. Faulkner came home from his club somewhat earlier than usual, he found his car missing. Just as he was getting ready to telephone the police and notify them that his car was stolen, he heard a car pull up to his garage. He went out to see who it was and found his neighbor's two boys just getting out of the car.

With a sort of half-frightened smile one of them said, "We thought you would not mind our using your car. We bought our own gasoline."

Mr. Faulkner then explained that he did not want anyone to use his car without his permission. The boys said, "You are mean," and went home insulted.

QUESTIONS

1. Do you think Mr. Faulkner was mean? Give reasons.
2. What was wrong with these boys?
3. Suppose Mr. Faulkner had not minded their using the car, should they have taken it without first having asked permission? Why?

The girl who gave away some of her brother's flowers.—Dan and Virginia each had some garden plants in blossom. One day Virginia took a visitor at their home around the garden and showed her the flowers she and her brother were raising. The guest admired one of Dan's blossoms, and Virginia picked it and gave it to her. When Dan came home he missed the flower, and when told that Virginia gave it away, he was very angry.

QUESTIONS

1. Was Dan right in being angry? Why?

2. Dan was not at home, so Virginia could not have asked permission to pick the flower. She wanted to please the guest. What should she have done? Why?

3. Dan was her brother; she would be glad to give him one of her blossoms; why could she not take one of his? Is it all right to help yourself to things from your family that you would not take from others? Why do you think so?

The brothers and the bicycle.—Herman, the older brother, wanted to use Edgar's bicycle to ride downtown, and started to use it without permission. When Edgar saw him through the window he ran out to stop him. This resulted in a fight. Herman went off saying, "You mean thing; don't you ever ask me for anything after this."

QUESTIONS

1. Was Edgar right in what he did? Why?

2. Do you think Edgar would have let Herman have the bicycle if he had asked for it in the right way?

3. Have we a right to use our younger brother's things because we did something for him? Why?

4. What should Edgar have done if he did not wish to fight?

REFERENCES

From the Bible.—Lev. 19:9, 10; Deut. 24:19–21; Ruth 2:4–7; Matt. 7:12.

From general literature.—

"Be not too ready to condemn
The wrong thy brother may have done;
Ere ye too harshly censure them
For human faults, ask, 'Have I none?' "

—Eliza Cook

WHAT TO DO

1. Read in the Bible the passages in Leviticus and Deuteronomy. Notice here that the poor had a right to glean in the fields of the rich. Now read Ruth 2:4–7. Take special notice of verse 7. Why did Ruth first ask permission to glean when the law gave her the right?

2. Do you think the boys and girls in the lesson obeyed the Golden Rule? How would they like it if their brothers used their things without permission?

3. Should children use their parents' automobiles without permission? Why?

4. If people tell us to use their things, should we take them without permission, or first find out whether the owners are planning to use them? For what other reasons should we speak to the owners before going ahead and using their things?

5. What should one do when someone uses his things without permission? Would you do the same?

6. Do you know of anyone who is using other people's things without permission? What ought you to do about it?

7. Choose a motto from the references of this lesson. Write it down in your notebook.

8. Sometime during the week talk over these stories with your parents or two or three of your grown-up friends whom you admire; get their opinions and the reasons for their opinions. Write down on a separate page what they say.

9. On Saturday or Sunday morning, read over the lesson stories again; also read your opinions and the opinions of your friends. Think over these results and

see whether you wish to change your opinion. If you do, write down your new opinion and the reasons for it.

10. Take all this material which you have prepared to Sunday school, where, with the help of your teacher and the others in the class, you will discuss each problem. After you have heard what the rest say, draw your own conclusions, and vote accordingly. Let the secretary of the class write down the class decision in the class record-book. Copy it in your own book to keep.

STORIES YOU WILL ENJOY

"Sir Walter Raleigh," in *Fifty Famous Stories*, J. Baldwin.
"Sour and Civil," in *The Wonderful Chair*, G. F. Browne.

PRAYER

(To be used every day this week.)

"Heavenly Father, forgive me if I have ever used other persons' things without their permission. Help me from now on always to ask for permission before I borrow. Help me to be fair and to treat others as I would like them to treat me. In Jesus' name. Amen."

Answers to "What to Do"

LESSON 13

LIFE-SITUATIONS

The boy who pushed himself ahead.—There was quite a waiting line before the ticket window at the railroad station. David, who was about a half-block away from the window, left his place and went to the window. As a tall, fat man came along, David stepped ahead of him, pushing his way into the line, thus getting his ticket out of his turn. Some of the men applauded his trick as being a fine thing to do.

QUESTIONS

1. Was this a nice thing to do? Why do you think so?
2. What would you call this way of doing things?
3. Suppose David was in a hurry to make a train, what should he have done then?

The girl who had a birthday party.—Jean had a birthday party, to which she had invited her friends. Among the many presents she received a box of candy. After she had thanked her friend very politely for bringing the candy, she proceeded to taste it. After tasting several pieces, she shut up the box and put it away, without offering any to her friends. She did that several times during the party. Toward the end of the party she remarked, "This candy is just delicious. I hate to give it away."

QUESTIONS

1. What was the matter with Jean?
2. Suppose she had bought the candy, what would have been the right thing for her to do?
3. Should we always share what we have with our friends?

The boy who would not stay home.—Bert was one of nine children, whose father worked hard to make a living. His mother and older sister were always working to take care of all the children.

One evening Bert's mother asked him to stay home so that she and the older sister, who very seldom went out, could go to a movie which they had wanted to see for a long time.

"No," replied Bert, "I want to see the picture, too, and it will only be played this evening. Besides, I promised some of the boys to go with them."

QUESTIONS

1. Was Bert right in the stand he took? Why do you think so?
2. Should we always keep our promises or dates? When?
3. Suppose his mother did not have to work hard, would it be all right for Bert to refuse? Why do you think so?

REFERENCES

From the Bible.—"Bear ye one another's burdens and so fulfil the law of Christ."—Gal. 8:2.

"For the Son of man came not to be ministered unto, but to minister."—Mark 10:45.

"And this commandment have we from him, that he who loveth God, love his brother also."—I John 4:21.

Luke 10:30–37.

From general literature.—"The Legend of the Arabs," C. Tennyson Turner, in *Poems of Action*, edited by David Porter, p. 44.

WHAT TO DO

1. Write down in a sentence or two what the word "selfishness" means to you. Then look it up in the dictionary, and if you find something more about the meaning of selfishness, write it down also.

2. Think of the ten or twelve boys and girls you know

best. Is there any very selfish one among them? If there is, what do you think of him? What do other people think of him? Is there any very unselfish boy or girl among them? What do people think of him?

3. Do most of the boys you know do acts of service for other people?

4. Read Luke 10:30-37. Do you remember the story about the Good Samaritan? What does it teach about selfishness? Who was selfish in that story? What was the trouble with those who would not help the robbed man? Who was the man who did help him? Why did he do it? Do you know of any similar stories of today? Write them down.

5. Think up two stories you know, or two incidents about people, describing a selfish and an unselfish deed. Bring them to tell to the class.

6. Why are people selfish? Do you think David would have pushed ahead if he had thought about what he was doing and realized that he was cheating the other people in line? Would Jean have eaten the candy if she had thought enough to see how it would make them feel? If Bert had stopped to think how long it had been since his mother had seen a movie, and how hard she had worked for him, would he have refused to stay at home?

Can you think of times when you acted selfishly because you didn't stop to think of what it meant to the other person?

7. If you think it would help you to be unselfish, write down in your notebook the following pledge: "I promise myself that I will try always to think before doing anything which may be selfish and to let myself do no selfish things."

Then keep a list each day this week of the times when you have been selfish and when you have kept yourself from being selfish, to see how much shorter the first list and how much longer the second list can be at the end of the week.

8. Can you think of some unselfish deed, too big to do alone, that the whole class might share in? Take your suggestion to class and see if together you can work out a plan.

9. Do not forget to choose a motto for this lesson and write it down in your notebook.

STORIES YOU WILL ENJOY

"Maud Granger's New Dress," in *Bed Time Stories*, Moulton, p. 225.

"Dickey Smiley's Birthday," in *The Story Hour*, Wiggin and Smith, p. 38.

"The Rescue Party," in *Stories of Other Lands*, Johonnot, p. 220.

PRAYER

"Dear heavenly Father, help me to be considerate of others; to be willing to make sacrifices for the sake of others; to share my things and time with others. Amen."

LESSON 14

LIFE-SITUATIONS

The girls that were organizing a choir.—"Mr. Childs, we came to ask you to raise the age limit for admittance into the choir." When the choir director asked for the reason, he was told, "So that Alma and Phyllis cannot join it." He further discovered that the reason why the rest of the girls did not want these two was because they were "not as nicely dressed as the rest." Alma and Phyllis were poorer girls, but had fine voices and were only one year younger than the others. All of them were over twelve years of age, and they were in the same grade of public school.

QUESTIONS

1. What do you think was the trouble with the girls who wanted the age limit raised?
2. Should those girls have been denied the privilege of belonging to the choir because they were poor? Should poverty ever make a class distinction? Why do you think so?
3. What should Mr. Childs have done? Suppose you were one of the two girls, what would you like to have Mr. Childs do?
4. If you had been Alma or Phyllis, would you have wanted to join under the circumstances?

The boys who went on a hike.—"I don't think that's fair, I don't think that's fair!"

Chester was protesting against some of the boys' making fun of Ernest's clothing and the bundle in which he had his things. The club was going on a two days' hike, and each boy had a suitcase with him and wore hiking clothes except Ernest, whose parents were poor. He

wrapped his things in a paper and wore every-day clothes. Some of the boys remarked, "He ought to stay home if he cannot have the proper equipment."

QUESTIONS

1. What was the trouble with those boys who made this remark?

2. Why do you think they objected to Ernest's going along this way? Were they right?

3. Is it possible that Ernest was just as good a boy as the rich boys?

4. Was Chester right in his protest? Why?

The decision of the graduating class.—There was quite a noise in the office as Mr. Martin, the principal of the grade school, was entering. He found the president of the graduating class and five other girls arguing. When he entered, the president explained that the majority of the class wanted to wear plain white dresses for the graduation exercises, while a few of the girls insisted that everyone should wear the kind of dress her parents could afford to buy for her. When he asked as to the reason why the majority wished plain dresses, he was told, "So that Alvira would not feel embarrassed, because her folks cannot afford to buy a new dress for her, and the only one she has is a plain white dress." "We can show off our dresses outside of the school," they continued. The other girls argued that their dresses were already made and they did not see why they should wear a plain dress just for the sake of a poor girl.

QUESTIONS

1. Which of the girls do you think were right? Why do you think so?

2. Suppose you were Alvira, what would you call the spirit of the girls?

Answers to Questions

REFERENCES

From the Bible.—Luke 18:9–14; Jas. 2:1–5.

From general literature.—"He who meanly admires a mean thing is a snob—perhaps that is a safe definition of the character." —THACKERAY.

"The best manners are stained by the addition of pride."—CLAUD.

"When pride begins, love ceases."—LAVATES.

WHAT TO DO

1. Look up in a dictionary the meanings of "conceit" and "snobbishness" and write them in your notebook. Do you agree with Thackeray's definition?

2. Read the parable given by Jesus in Luke 18:9–14.

3. Which of the definitions best suits the Pharisees? Which is best suited to the boys and girls in this lesson? Give reasons for your statements.

4. Describe in your own words how the advice of James is related to our lesson.

5. It seems that people in Bible times were inclined to respect the rich more than the poor. Does the Bible approve of it?

6. The girls that were organizing the choir were in the church. Do you think they were fit to sing in a Christian choir by the attitude they took to Alma and Phyllis? Why do you think so?

7. Which of the boys and girls fulfilled the great commandment? Which would you say were real Christians?

8. Do not forget to choose a motto for this week.

STORIES YOU WILL ENJOY

"The Glove," in *The Children's Second Book of Poetry*, E. K. Baker, p. 164.

"Minerva and Arachne," in *Round the Year in Myth and Song*, F. Halbrook, p. 166.

"The Magic Porcupine Quills," in *Indian Folk Tales*, Mary F. N. Roulet, p. 121.

PRAYER OF THIS WEEK

"Loving God and Father, we thank thee for the life of Jesus. He lived with the poor and sinners in order to help them. Help us to learn from him. He was the greatest and best man who ever lived, yet he was never conceited nor snobbish. Help us to be like him. May we always love each other as thou dost love us. In Jesus' name. Amen."

LESSON 15

LIFE-SITUATIONS

Are all Americans Christians?—"The Catholics are not Christians, are they, Mrs. Smith?" Mabel asked. Her teacher was telling the class that not all the people who live in the United States are Christians.

"Would it make any difference to you if you should discover that they are Christians?" asked Mrs. Smith

"No, it would not. I do not like Catholics anyway!"

"How about the Jews?" asked another girl.

"I hate the Jews," said Beatrice.

QUESTIONS

1. Was Mabel right in her feeling toward the Catholics? Why?
2. Why did Beatrice hate the Jews?
3. What should be our attitude toward those of another religion?

The boys who stayed away from class.—It was almost time for Sunday school to begin. Mr. Burgess was sitting with three of his pupils, waiting for the arrival of the other seven boys of the class. The bell rang, but the other boys did not appear.

"What has become of the rest of the class?" asked Mr. Burgess.

One of the boys present replied. "They all decided that as long as Tom and Peter stayed in the class, they would stay away. They did not want any foreigners in this class." Tom was an Italian and Peter was a Russian.

QUESTIONS

1. Why did the boys refuse to be in the same Sunday-school class with the foreigners?
2. Who is a true American?
3. What should Mr. Burgess have done about it?
4. What should the boys have done?

A discussion.—"We do not want a 'nigger' in our Sunday-school class!"

"But he is just as good as you are; color does not matter."

This was what Mr. Johnson overheard as he entered his classroom.

It was "Bring a new member to Sunday school" Sunday. Each boy was to bring a new pupil. Fred brought a colored boy with him, and three of the members protested. Fred then took the part of the colored boy whom he had brought with him.

QUESTIONS

1. Was Fred right in bringing a colored boy to his Sunday-school class? Why?
2. Were the boys right in refusing to have a colored boy in their class? Why?
3. Should the white people ever mix with the colored people? Is there a time when they should not? When and where?

REFERENCES

From the Bible.—"Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and . . . . thou shalt love thy neighbor as thyself."—Mark 12:30, 31.

"If a man say, I love God, and hateth his brother, he is a liar, for he that loveth not his brother whom he hath seen, how can he love God whom he hath not seen?"—I John 4:20.

Jonah 1:1–10; Rom. 9:3–5.

From general literature.—

THE LEAST OF THESE

"*Dago, Sheeny* and *Chink, Greaser, Nigger* and *Jap,*
The Devil invented these names, I think,
To hurl at each hopeful chap
Who comes so far from over the foam
To this land of his heart's desire,
To rear his brood, to build his home,
And to kindle his hearthstone fire,
While the eyes with Joy are blurred,
So we make the strong man sink,
And stab the soul with the hateful word.

"*Dago, Sheeny* and *Chink, Greaser, Nigger* and *Jap.*
From none of these does the Savior shrink,
He lifted them all to his lap;
And the Christ in his kingly grace,
When their low, sad sob he hears,
Puts his tender embrace around each race
As he kisses away its tears,
Saying, 'O least of these, I link thee to me for whatever may hap—'
Dago, Sheeny and *Chink, Greaser, Nigger* and *Jap.*"

WHAT TO DO

1. (*a*) Read story 1 again. (*b*) Think it over seriously. (*c*) Answer the questions at the end of the story. (*d*) Give reasons for your answers.

2. Do the same with stories 2 and 3.

3. Sometime during the week talk over these stories with your parents or two or three of your grown-up friends whom you admire; get their opinions and the reasons for their opinions. Write down what they say on page 2.

4. Read the references to Jonah. Think out the answers to these questions:

a) Why did Jonah refuse to go to Nineveh?

b) How did God feel toward the people of Nineveh?

5. What do we owe to foreigners?

6. What do we owe to the Jews? Read over the passage in Romans.

7. Do you know of any class of people in America who love Jews, or the colored? Why?

8. Do you know of any people, born in a foreign country, who are now American citizens and are a help to the American people? Read *The Making of an American*, by Jacob Riis.

9. Do we owe anything to the colored people? Do you know of any negroes who have been, or are, great men? If you do not know any, read *Up from Slavery*, by B. T. Washington. Ask the librarian to give you the *Survey* which tells about the wonderful work which George Washington Carver has been doing for the agriculture of the South.

10. Are foreigners our brothers? How? Did these boys and girls love their brothers?

11. Choose a memory text for this lesson.

12. Memorize the verse from I John and the poem "The Least of These."

He prayeth well, who loveth well
Both man and bird and beast

. . . . . .

He prayeth best who loveth best
All things both great and small,
For the dear God who loveth us,
He made and loveth all.

—COLERIDGE, *The Ancient Mariner*

PRAYER

"O God, help us to remember that when we say 'Our Father' we mean that thou art the Father of all mankind and we are brothers to every race and nation. Forgive us if we have thought ourselves better than people of another race, and help us to love them because we see the good in them and know that they too are thy children In Jesus' name we ask it. Amen."

LESSON 16

LIFE-SITUATIONS

The boy with "sticky fingers."—Bert is known by most of the boys as "Sticky fingers." Whenever something disappeared from school or the club, Bert was the first one to be suspected. Bert is quite an odd fellow; most of the time he keeps away from the rest of the boys and likes to stroll off by himself. They laugh at him and do not want to be associated with him, because "he is no good."

The other evening when a sweater disappeared from the gymnasium, everyone said, "Bert took it." When he was asked whether he had taken it or not, he admitted that he had, and said, "Mother is sick and dad does not earn enough money, and I cannot get working papers to go out and work and help at home. I thought I could sell the sweater."

QUESTIONS

1. Should boys associate with one who steals?
2. What should those boys do regarding Bert?
3. How can they help him?
4. What should Bert do? Is he justified in stealing because his people are poor?

The girl who cheated.—"None of the boys or girls have anything to do with Virginia," Margery told her mother.

"Why, Margery! It is not nice for you girls and boys to treat one of your schoolmates like that," replied Margery's mother.

"If you knew what Virginia was doing you would not feel so sorry for her," said Margery. "She is always cheating in all her studies, and we do not believe in cheating. The teacher thinks we are right and said that it was not right to cheat no matter what the reason may be."

Margery's mother did not argue any further, but went to find out what the reason was for Virginia's cheating and to see what she could do. This is what she found out:

Virginia came from a home whose parents were very strict. They punished her severely if she did not make good grades. Virginia was not very smart in her studies and was afraid of her parents, so she decided that the only way to avoid punishment was to cheat.

QUESTIONS

1. Was Virginia right in cheating in order to avoid punishment?

2. What should she have done?

3. Were the pupils right in the stand they took against cheating? Were they right in the stand they took against Virginia? Why?

4. Is punishment always the best method of helping a cheater?

5. Is there some other way of helping one not to cheat? What is it?

REFERENCES

From the Bible.—"Execute true judgment and show mercy and compassion every man to his brother."—Zech. 7:9.

"Finally, be ye all of one mind, having compassion one of another; love as brethren, be pitiful, be courteous."—I Pet. 3:8.

Luke 19:1–10.

WHAT TO DO

1. (*a*) Read story 1 again. (*b*) Think it over seriously. (*c*) Answer the questions at the end of the story. (*d*) Give reasons for your answers.

2. Do the same with story 2.

3. Sometime during the week, talk over these stories with your parents or two or three of your grown-up friends whom you admire; get their opinions. Write down on page 2 what they say.

4. Read the passage in Luke. What kind of man was Zacchaeus? Why did the Jews object to Jesus' eating with him? What did Jesus answer? Did it pay for him to do what he did? How? What would Jesus have done if he had acted as Margery and her friends did? What would Margery have done if she had acted toward Virginia as Jesus acted toward Zacchaeus?

5. Look up in the dictionary the meaning of "sympathy." Now put it into your own words and write it down in your notebook.

6. Go to the library and ask the librarian for a short story of Jean Valjean, by Victor Hugo. What was the bishop's attitude toward him? Did it pay? How?

7. What other danger was there in what Virginia and Bert did, besides that they might be caught and punished?

8. Did the boys and girls practice the advice given by Zechariah and Peter? Why do you think so?

9. Which of the references would make a good motto for this lesson? Write it down in your notebook.

STORIES YOU WILL ENJOY

"Fox in the Well," in *Fairy Stories and Fables*, J. Baldwin.
"Gift of Peesy," in *Stories of Plato*, M. R. Burt.
"A Mother's Visit," in *On the Farm*, Parker and Helm, p. 66.

PRAYER

(Use it throughout this week.)

"Gracious Father, help us to realize that we are all

brothers and sisters. As we should not like to have others misjudge and treat unsympathetically our own brothers and sisters, so help us to be sympathetic and courteous toward the brothers and sisters of other boys and girls. Help us not to condemn others unfairly, and show us how to help other boys and girls as Jesus helped sinners. This we ask in his name. Amen."

LESSON 17

LIFE-SITUATIONS

The boy who could but would not.—"You are a fool if you let him go along to the game! It was on account of him that you did not go last month, and now is your chance to get even with him."

Some of his classmates said this to Wilbur, who was inviting Lester and the rest of the boys to go in his car to the last baseball game his school was playing.

"I know I did not go to the game because Lester told the coach that I broke the window in the gym," Wilbur replied, "but you know I just joined the church last month, and a Christian must forgive his enemies."

QUESTIONS

1. Who do you think was right, Wilbur or the other boys? Why do you think so?

2. Ought people that are not Christians to forgive? Why do you think so?

3. How do you think Lester felt? Read Rom. 12:20. Do you think that was true of Lester? Why?

The boy who wanted to get even.—"No, I won't forget it. I'll get even with him yet," Vernon exclaimed when his mother advised him to forgive Harrison for having told the teacher that he was teasing a girl.

"He is a tattletale, and I'll never speak to him," he continued. "I'm going to make a fool of him as I was made a fool before the whole class. I don't care if he did apologize!"

QUESTIONS

1. Was Vernon right in what he said? Why do you think so?

2. Suppose Harrison had not apologized, would it have been all right for Vernon not to forgive him? Why do you think so?

3. Suppose you were in Vernon's place: what would you have done?

4. Suppose you had been in Harrison's place: what would you have liked to have Vernon do?

REFERENCES

From the Bible.—"Love your enemies, do good to them that hate you, bless them that curse you, and pray for them which despitefully use you and persecute you."—Matt. 5:44.

"And forgive us our debts, as we also have forgiven our debtors."—Matt. 6:12.

Matt. 18:21–35; I Sam. 25:1–39; I Sam. 26:6–25.

From general literature.—"The best sort of revenge is not to be like him who did the injury."—ANTONINUS.

"Revenge is always the pleasure of a little, weak, and narrow mind."—JUVENAL.

"A coward never forgives."—STERNS.

"There is no passion of the human heart that poisons so much and pays so little as revenge."—H. W. SHAW.

WHAT TO DO

1. Do you think it is possible to hold a feeling toward our enemies that can be described as love?

2. Do you think Jesus would have told us to do so if he thought we could not do it?

3. Did Jesus do it? Read Luke 23:34.

4. Did any of his followers do it? Read Acts 7:60.

5. According to Matt. 6:12, could Vernon expect God to forgive him, since he was not willing to forgive his schoolmate?

6. Which one of the boys lived nearer to Christ's standard?

7. Should Christians always forgive? Read the answer to this question in Matt. 18:21–35.

8. Can you mention anybody who has forgiven you many times? Who is it?

9. In the light of these commandments, should we permit people to cheat us or mistreat us and not say anything to them about it?

10. What then did Jesus mean by saying "Love your enemies," "Forgive our debts as we forgive our debtors?" Think this through carefully. Talk it over with your parents and other people. Ask your minister what this means, and then ask your teacher.

11. Which of the references would make the best motto for this lesson? Write it in your notebook.

STORIES YOU WILL ENJOY

"The Apostle of the Indians," in *The American Book of Golden Deeds*, J. Baldwin, p. 181.

"The Hero of Valley Forge," in the same book.

"How Gladstone Found Time to be Kind," in *Stories from Life*, O. S. Marden, p. 48.

PRAYER FOR THIS WEEK

"Gracious Father, I thank thee for thy forgiving spirit. Thou art always ready to forgive me as Jesus forgave, even when he was not asked. I thank thee for the forgiving spirit thou hast given to my parents, teachers, and others. Help me to grow like Jesus and always forgive and love my enemies. In his name. Amen."

LESSON 18

LIFE-SITUATIONS

The boy whose sister locked him in.—Joseph and his sister were playing in the kitchen. As they played, his sister ran into the back entry and locked the door, so that he could not open it.

After several unsuccessful attempts to push the door open, he became angry and plunged his right hand through the glass in the door.

QUESTIONS

1. Was that the best thing Joseph could have done? Why?
2. What should he have done?
3. Suppose he could not have persuaded his sister to open the door, would he have lost anything if he had not gone out at that time into the entry?
4. What danger was there in what he did?

The girl who was told to stay at home.—Anna was getting ready to go out with a bunch of girls when her mother came into the room and said to her, "Anna, I want you to stay at home this evening."

Anna immediately flew into a rage, stamped her foot, and said, "You always interfere with my good times."

She ran out, slamming the door behind her. This was the third time that week she had gone out.

QUESTIONS

1. Was Anna's mother unreasonable in asking her to stay home, since she had already been out twice that week? Why do you think so?

2. Even if Anna had not been out once that week, should she have done what she did? Why?

3. Why do you think she did this?

The boy who defaced his sister's tablet.—Mrs. Deremus' children had been given new writing-tablets. Edna wrote Jack's name on his. When he came home and discovered what his sister had done, he cried out angrily, "I would rather write my own name on my tablet."

Without giving her any chance to explain, he took her tablet and defaced it.

QUESTIONS

1. What harm was there in what Edna did? Why?

2. Why do you think Jack defaced his sister's tablet?

3. Do you think he was right in what he did? Why?

4. What else could he have done instead of what he did? How?

REFERENCES

From the Bible.—

"Be not hasty in thy spirit to be angry,
For anger resteth in the bosom of fools."
—Eccl. 7:9

Exod. 2:1–15.

"He that is slow to anger is better than the mighty;
And he that ruleth his spirit, than he that taketh a city."
—Prov. 16:32

WHAT TO DO

1. Read the lesson stories and answer the questions.

2. What opportunity did Moses have in Pharaoh's house?

3. What made him lose it?

4. Could he have done something else to stop the beating of the slave? How?

5. What did Jesus teach about fighting back? Did Jesus practice it?

6. What harm is there in losing one's temper?

7. Why do we call some people "crazy mad"?

8. Why do people get angry? How can anger be controlled?

9. See whether you can control your temper this week. Make a note of it every time you do, and bring the record to the class with you.

10. Should people never get angry?

11. What is the difference between being angry and losing one's temper?

12. Do you know of anyone who lost his temper? Anyone who controlled his temper? Tell about them.

13. Choose a motto from the references and take it with you to class.

STORIES YOU WILL ENJOY

"Turning Points in the Life of a Hero," in *Stories from Life*, Marden, p. 18.

"The King and His Hawk," in *Fifty Famous Stories Retold*, Baldwin, p. 113.

"Jo Meets Apollyon," in *Little Women*, Alcott.

PRAYER

(Use it throughout the week.)

"Dear Father, thou hast given us strength and promises of strong lives. Thou hast given us opportunities to become great and develop worth-while bodies. May we never spoil the opportunities by giving way to our tempers; may we always be able to control ourselves as Jesus did. Amen."

LESSON 19

LIFE-SITUATIONS

The boy who wanted to go to the baseball game.—"Here is your cat, sis," Clifford said to his sister as he gave her her cat, which had been absent for two days. Clifford was on his way to a baseball game when a boy friend told him that he had seen his sister's cat near their home. Clifford was very anxious to go to the baseball game, but he also knew how badly his younger sister was feeling because her pet cat had disappeared. It did not take him very long to decide he ought to go for the cat and make his sister happy.

QUESTIONS

1. As Clifford was very anxious to see the game, why do you think he did not go to the game first and then go for the cat?

2. What would you have done if you had been in Clifford's place?

The high hockey team.—Several members of the high hockey team were very much upset because they had lost several games to another class.

"It is not fair," said they, "that we should lose the games just because Helen is trying to get into practice."

Helen had just returned to school after a year's absence on account of sickness. The gym teacher had placed Helen on the team with her class, telling them that she would pick up after a few games. However, as the girls said, this caused them to lose several games, and they seriously objected to losing, even for a little while, for the sake of one girl.

Helen overheard their protests and, after worrying about it for some time, decided not to take part in any more games, in order that *her* team might not lose.

QUESTIONS

1. Should Helen have given up her chance of playing hockey for the sake of the team? Why?

2. Were these girls right in their protest? Why?

3. Would it not be worth while for the team to lose a few games in order to help Helen get back into the game? Why?

The boy who had a blowout. —The Sunday school was just leaving for a picnic. Suddenly a boy came running and said that George's father had a puncture in one of his tires and George would have to stay to help mend it. The boys of his class crowded into some of the other cars, but one of the boys suggested that they wait for George and go with him. Another boy then reminded them that they might miss the boat ride if they stayed to wait for George.

QUESTIONS

1. Should the boys risk a chance of missing a boat ride for the sake of George? Why?

2. Do you think that several should suffer for the sake of one? Why?

3. Should we always make sacrifices for others? Why? When?

REFERENCES

From the Bible. —"A friend loveth at all times, and a brother is born for adversity."—Prov. 17:17.

"Bear ye one another's burdens, and so fulfil the law of Christ."—Gal. 6:2.

Rom. 12:10; 15:1–2; I Cor. 10:24, 33; Phil. 2:2–4.

WHAT TO DO

1. Ask at least three of your older friends what should be done in stories 1, 2, and 3.

2. Do you think the girls who objected to letting Helen play, or the boys who would not wait for George, practiced the Golden Rule? How?

3. Suppose you were in Helen's place or George's place, how would you like to be treated?

4. Read the Bible references, and write down on paper how they apply to this week's lesson.

5. Which one in those stories lived up to the advice of the Bible?

6. Do you know of somebody who was willing to suffer for the sake of others? Come to class prepared to tell about him.

7. Try during this week to do the unselfish thing when there is a chance between doing what you want to do and doing something for someone else.

8. Which of the references will make the best motto for this lesson? Write it in your notebook.

STORIES YOU WILL ENJOY

The Cup of Loving Service, E. D. Taylor.

"The Boy Who Became Chief," in *Indian Folk Tales*, Mary F. N. Roulet, p. 52.

"The Daughter of Tiogaughwa," in the same book, p. 92.

"The Hideous Lady," in *Stories of the King*, Baldwin, p. 226.

Also "Partners," p. 9; "The Boiler Cleaners," p. 21; "Peter Woodland," p. 27; "The Dinsmite Hero," p. 295; and "A School Girl's Heroism," p. 303, in *The American Book of Golden Deeds*, Baldwin.

PRAYER

(Use it every day through the week.)

"Our loving Father, we thank thee for the self-sacrificing life that Jesus lived. Help us to be true followers of Jesus, so that we too may always try to help others and give up things, even rightful pleasures if necessary, so that we may make others happy, and so that this may be a better and happier world to live in. Forgive us if we have been selfish. We ask this in Jesus' name. Amen."

LESSON 20

LIFE-SITUATIONS

"Oh, excuse me."—Jerry has a slip-on coat, and whenever he can he stands near someone whom he likes to tease. While he puts the coat on he tries to make the sleeves flap in the person's face. Then he politely says, "Oh, excuse me."

Jerry is careful not to play his trick on the same person twice, and to choose someone who doesn't know about it. Last week when his mother asked him why he did it, he replied, "Oh, just for fun."

QUESTIONS

1. Is there anything wrong in what Jerry was doing? Why?
2. Is there anything wrong in Jerry's remark, "Oh, excuse me"? What does this remark imply? How?
3. What would happen if those whom he was teasing knew that he did it purposely?

"Just for fun."—Pauline had been playing all sorts of tricks on Henrietta, her chum, who sat in front of her in school. After a time, Henrietta, tired of the teasing, flipped her pen over her head at Pauline. The pen struck Pauline in the eye and the injury caused Pauline to lose the sight of her eye. When the girls were asked why they did this, they said, "Just for fun."

QUESTIONS

1. Who is to be blamed in this case? Why?
2. How do you think Henrietta felt about it?
3. These two girls were friends before this happened. Do you think they continued to be friends? Why?

The boys who played police.—Several of the boys were playing burglar and police in a lumber yard. They took the boy who was the burglar and jailed him in a box. Then they piled blocks around the box about six feet high, so that if the boy attempted to get out, the blocks would fall on him. Then they went home to supper and left the boy in the box.

Fortunately the lumberman happened to notice the pile just before he was about to leave for the day. He uncovered the box and found the boy almost suffocated.

When the boys were asked about the affair, they laughed and said, "It was good fun to leave him there."

QUESTIONS

1. Was it wrong for the boys to play burglar and police?
2. Was it wrong to put the boy in the box?
3. What was wrong in what the boys did?
4. What might have happened if the lumberman had not noticed the pile of blocks?

REFERENCES

From the Bible.—"All things whatsoever ye would that men should do to you, do ye even so to them."—Matt. 7:12.

WHAT TO DO

1. Think out the answers to these questions:

a) Why do boys and girls like to tease?

b) Is it wrong to tease at all? Why do you think so?

c) Is it all right to tell a lie when it is meant only to tease? Why do you think so?

d) Do you know of any boys or girls who tease others? Do they themselves like to be teased?

e) Suppose everybody would accept the Golden Rule as a principle, would there be any teasing? Why?

f) Could people have fun without teasing others? How?

2. Look up in the dictionary the meaning of "teasing."

3. Write down a number of different ways of teasing, under two heads, "Right Kind of Teasing" and "Wrong Kind of Teasing." Give reasons why you name some as the right kind of teasing and the others as the wrong kind.

4. Have you been teasing others at home, in school, or at play? Write down how many times you have done so this week. See whether you can avoid harmful teasing during the coming week.

5. See whether you can find a motto for this lesson outside of your reference.

STORIES YOU WILL ENJOY

"Where Sara Jane's Doll Went," in *Young Lucretia*, Mary E. Wilkins Freeman.

"The Inch Cape Rock," R. Southey, in *Children's Second Book of Poetry*, Baker.

PRAYER

"Dear heavenly Father, help us always to keep the Golden Rule and practice it every day. Help us not to annoy anyone. Help us to think things over before we say or do anything to others. In Jesus' name. Amen."

LESSON 21

LIFE-SITUATIONS

The boy and the cat.—The tortoise-shell cat was the family pet. George had formed the habit of harnessing every animal he could get hold of. The lot this time fell upon the cat. He had been warned by his family not to treat his pets in this way, but this day he harnessed the cat and tied him in a stall under the back porch. His mother called him and sent him on an errand. When he returned, he went at once to untie the cat, but found that it had jumped through the cellar window. The cord, being too short, had held fast and strangled it to death.

QUESTIONS

1. Was there anything wrong in what George did? What was it?
2. Why do you think George did such a thing? What could have prevented him from doing it?
3. Are cats of any value? Was it as important to be thoughtful as if it had been a valuable dog?

What a boy did to a sparrow.—Howard was doing his chores. Suddenly he saw a sparrow fall from the roof of the barn. He ran quickly and caught the sparrow and gave it alive to his pet cat. When his mother spoke to him, he replied, "If it is wrong to give a sparrow to a cat, why do we eat chickens?"

QUESTIONS

1. Was this comparison Howard made a good one? Why do you think so?
2. Of what good are sparrows?
3. Is there anything wrong in giving any bird to a cat? Why?

REFERENCES

From the Bible.—"A righteous man regardeth the life of his beast."—Prov. 12:10.

"Are not two sparrows sold for a penny? and not one of them shall fall to the ground without your Father."—Matt. 10:29.

Exod. 23:10–12; Deut. 22:6–7; 25:4.

From general literature.—

"He prayeth best who loveth best
All things both great and small,
For the dear God who loveth us,
He made and loveth all."

—COLERIDGE, *The Ancient Mariner*

"The Birds of Killingsworth," Longfellow.

WHAT TO DO

1. Why did the law in Deuteronomy forbid the people's taking the mother with the young? Why should there be a command not to muzzle an ox?

2. Read the poem, "The Birds of Killingsworth." Write what you think are the teachings of this poem.

3. Ask the librarian to give you a book about the life and work of James Audubon or George T. Angell. Write a brief biography of the one you read about.

4. Do you know of any boys or girls who are cruel to animals? Tell about them.

5. Bring to class as many suggestions as possible on ways of being kind to animals, and let your class make plans for observing "Kindness to Animals Week."

6. Do not forget to choose a motto and take it with you to the class.

STORIES YOU WILL ENJOY

"Famine in the Wilderness," in *The Trail to the Woods*, C. Hawkes, p. 129.

"What Puzzled the Doe," in the same book, p. 91.

"Stories of St. Francis," in *Lives and Stories Worth Remembering*, G. H. Kupfer, p. 96.

"Love Tamed the Lion," in *Stories from Life*, O. S. Marden, p. 168.

"The Mischievous Wolverine," in *Animal Folk Tales*, G. Stanley, p. 89.

"Hans and His White Pussy," in the same book, p. 29.

PRAYER

(Use it throughout the week.)

"Dear heavenly Father, thou hast given us dominion over the animals; and as they are often dependent on us, may we be kind and gentle toward them. Keep us from ill-treating or teasing any living thing that thou hast made. Forgive us if we have ever ill-treated any animals. Help us to show love and pity to all thy creatures. Amen."

LESSON 22

LIFE-SITUATIONS

"She is a camp fire girl."—They were giving a big pageant at the Y.W.C.A. The preparation required a great deal of work. The girls had to rehearse every night for several weeks, and they were very tired.

Then came the night of the performance with the strain of appearing before an audience of a thousand people. By the time the affair was over, the girls were completely tired out, and they wanted to get home and to bed.

They all rushed for their coats and hats except one girl, who was the youngest of the whole group. She started to put things away. "Oh, don't bother with those things tonight, you are too tired, and the scrubwoman will do it in the morning." This is what the rest of the girls said. But she paid no attention to them and kept on working. Finally she could not stand their comments any longer, and turning to the girls said, "I don't have to do this, but you forget that I am a Camp Fire Girl and it is our law to give service."

QUESTIONS

1. Did she consider work a drudgery or a privilege? Why do you think so?

2. Who was right, the Camp Fire Girl or the rest? Why?

3. How do you think the girl felt after she did that? How did the others feel after she explained to them?

Taking out the ashes.—Everyone in the house at the Jacksons' has some special work assigned. Samuel has for his job the emptying of the ashes.

One morning he seemed to be in a hurry and ran out without having attended to his work. When his mother called him back he became angry, sulked, and carelessly spilled the ashes on the floor. When he left he would not say goodbye to his mother.

QUESTIONS

1. Do you think Samuel liked to do his task? How can you tell?

2. Suppose the rest of the family should do the same, what would happen to that house?

3. Is it possible that Samuel could get himself to like his task?

The girl who preferred to play.—Jane and Mary are close neighbors and friends. Last week, when Mary was told to mind her baby brother, she did so until Jane appeared in the yard. Mary then ran out and left the baby alone, knowing that Jane would take care of him. This was not the first time that Mary had let kind-hearted Jane do this.

QUESTIONS

1. As Mary knew that Jane would take care of her brother was it all right for her to leave him? Why do you think so?

2. Do you think Mary considered her task a drudgery or a privilege?

3. Should Mary have given up her play for the sake of her baby brother? Why?

4. What kind of habit was Mary forming in what she did?

REFERENCES

From general literature.—Memorize Scout promise:

"On my honor, I promise that I will do my best
To do my duty to God, to my parents, and to my country."

Memorize: "It is not the thing we like to do, but liking to do the things we have to do, that makes life blessed."—GOETHE.

"The world is full of beauty
As other worlds above;
And if we did our duty
It might be full of love."

—GERALD MASSEY

WHAT TO DO

1. Do you know of any people who are always true to their duty? Tell about them.

2. Suppose the fireman did as Mary did when there was a fire. What would become of the town?

3. Suppose his mother would do the way this boy did. What would become of the home?

4. Do Boy Scouts and Camp Fire Girls consider their work unpleasant duty? Why?

5. Work out a plan to make some of your duties pleasant, and report to the class.

6. Which of the readings would make a good motto? Write it down in your notebook.

STORIES YOU WILL ENJOY

"Griffin and the Minor Canon," in *Fairy Stories and Fables*, J. Baldwin, pp. 109–19.

An Old Fashioned Girl, L. M. Alcott.

Children of the Tenements, J. A. Riis.

The Widow O'Callaghan's Boys, G. Zallinger.

"Dolly Madison," in *American Hero Stories*, Eva M. Tappan, p. 229.

PRAYER FOR THIS WEEK

"Dear heavenly Father, we are sorry for having shirked our duty at home, at school, at church, or toward our friends. We have let our mothers put away books,

papers, toys, and things that we have been playing with or using, when our mothers were as tired as we. Forgive us for shirking our duty.

"Father, help us to be faithful to every trust: to regard each task as the call of God to do our duty; and may we always consider each task a privilege, and remember that by doing it, we serve thee. Amen."

LESSON 23

LIFE-SITUATIONS

The boys who refused to bring wood.—Mr. Reed's Sunday-school class went camping for the week-end. Everybody was glad to go out and get the experience of camp life. When they got out to the mountains and pitched their camp, each boy was to do certain work about the camp, such as carrying water, bringing wood for the fire, and keeping the camp clean. Each boy was to do his particular work without having to be told about it.

It was getting near supper time, and when the two boys who were to do the cooking went to make a fire, they found no wood. So they called for Ed and Jim, whose task it was to supply wood. The latter instead replied, "We are tired of gathering wood, let someone else do it."

They had brought only one load of wood thus far.

QUESTIONS

1. What was the trouble with these two boys?
2. Suppose the rest of the boys had each said the same thing about their work, what would happen?
3. Suppose some other boys had volunteered to go for the wood, should the rest of the boys have let them? Why?
4. What should they have done to Ed and Jim? Why?

The girls who showed resentment.—The Camp Fire group were camping out for a few days; each day two different girls took charge of camp, while the rest were to assist.

One day Marion refused to help with the dinner, saying, "I don't feel well."

After dinner, when the dishes were washed and everything was cleared away, the girls went out to play games. Miss Brown, their guardian, asked Marion how she was feeling, and when the latter replied, "All right now," Miss Brown told her to come and join the rest. The two leaders resented this, saying, "No, we shall not let her play. It's funny how she got well so suddenly."

QUESTIONS

1. Were the two girls right in their stand? Why?
2. Is it possible for a girl to get sick and feel all right in a little while?
3. What should Miss Brown have done in that case?

The boy who looked for fun.—There was a vacation school for boys and girls in the community, and everyone who attended was telling about the fun they were having.

When "Fatty" Benny[1], who was always looking for fun, heard about it, he decided to visit the school. The morning after, he refused to go back. When asked why, he said, "They don't have no fun up there."

QUESTIONS

1. Did the boys and girls who said they were having fun in the school tell a lie?
2. How is it that Benny did not find it so?
3. What was the matter with Fatty?
4. What is likely to become of a boy like Fatty if he keeps on like this?

REFERENCES

From the Bible.—"Whatsoever thy hand findeth to do, do it with thy might."—Eccl. 9:10.

John 4:34; Prov. 6:9–11; 24:30–34; 26:13–16.

From general literature.—

"For want of a nail, the shoe was lost,
For want of the shoe, the horse was lost,
For want of the horse, the rider was lost,
For want of the rider, the battle was lost,
For want of the battle, the kingdom was lost.
And all for the want of a horseshoe nail."

"Lord, let me make this rule,
To think of life as school,
And try my best
To stand each test,
And do my work,
And nothing shirk."

—Babcock

"This is the gospel of labor,
Ring it, ye bells of the kirk!
The Lord of Love came down from above
To live with the men who work."

—Henry van Dyke

"Hit the line hard; don't fool and don't shirk, but hit the line hard."—Theodore Roosevelt.

WHAT TO DO

1 Is it possible that the man who wrote Prov. 6:9 or 26:13–16 had an experience similar to those in our lesson? Which of the three may it have been? Why do you think so?

2. What do you think the sluggard in Prov. 24:30–31 was doing while he let his field go to weeds?

3. Is a person always lazy when he refuses to do his work? Why do you think so?

4. Are there times when we feel that something is the matter with us and still are not able to explain what it is? Give an example.

5. What should be our attitude toward people who

refuse to do their work, or the things we ask them to do?

6. Is it possible to study or work and still have fun? How?

7. Are there different kinds of fun? Give examples. Which kind did Fatty like?

8. Get from the library a book called *Mother Stories*, by Maud Lindsay, and read the story called "Dust under the Rug." Write down the story in your own words, and learn some of the verses which you like best.

9. Learn the poem printed from Henry van Dyke.

10. Choose a motto from the references of this lesson and write it in your notebook.

STORIES YOU WILL ENJOY

"Tramps," in *More Five Minute Stories*, L. E. Richards, p. 117.

"Why the Cuckoo Is So Lazy," in *Stories the Iroquois Tell Their Children*, M. Powers, p. 95.

"Georgia-lie-abed," in *Careless Jane*, Pyle, p. 35.

"Dame Halle," in *Story Plays Old and New*, A. S. Varney; p. 15.

PRAYER

(Use it throughout the week).

"Our heavenly Father, who workest all the time to keep us supplied with what we need, and thus keepest us happy, help us always to do our share, for others as well as for ourselves. Help us to love our work and to be happy when we do it. We ask this in Jesus' name. Amen."

LESSON 24

LIFE-SITUATIONS

The boys who went swimming.—Mother gave John and Elmer permission to go down to the river and play, but forbade them to go out in the water above their knees. The boys promised to do as their mother had told them.

When they got down to the river, out of sight of home, they went in swimming, even though neither of the boys could swim very well.

QUESTIONS

1. Was the mother fair in what she asked of the boys? Why do you think so?
2. Even if the mother had not been fair, should they have gone in swimming? Why?
3. Do you think their mother will have confidence in what the boys promise next time? Why?

The girls who played with lime.—Grace and her younger sister went out to play. Their mother told them not to play with the lime as they had done the day before, because it was very dangerous.

When they had been out for a little while and knew that their mother was not watching them any more, Grace suggested that they go over to the new house that was being built and play in the lime. Grace took hold of the hoe and was imitating the workingman. The younger sister was occupied in making cakes. Suddenly there was a big splash from the hoe, which Grace had let drop into the lime. The lime flew into Grace's sister's face, filling

her eyes with lime, with the result that she could not see for several weeks.

QUESTIONS

1. Who was to blame for what happened? Why?

2. Do you think the little sister would have gone to play if Grace had not suggested it? Why do you think so?

3. Besides disobeying and endangering her sister's eyesight, what other wrong did Grace do?

The boy who rode in a spare tire.—Andrew's mother was taking one of her friends for a ride in her car. When Andrew asked to go along, his mother told him that she wished him to stay home and do his chores, as it was time to feed the chickens.

When they reached the place where they intended to go, they found Andrew sitting on the spare tire on the rear of the auto.

QUESTIONS

1. Was it fair for Andrew to do this? Why?

2. Suppose that it had not been chore time, and Andrew's mother had asked him to stay home; would it have been all right for him to do what he did? Why?

3. Was there any danger in what he did? What?

4. How do you think his mother felt about it?

REFERENCES

From the Bible.—"Children, obey your parents in all things, for this is pleasing unto the Lord."—Col. 3:20.

"And he went down with them, and came to Nazareth; and he was subject unto them; and his mother kept all these sayings in her heart."—Luke 2:51.

From general literature.—

"If you're told to do a thing,
And mean to do it really,
Never let it be by halves;
Do it fully, freely.

"Do not make a poor excuse,
Halting, weak, unsteady;
All obedience worth the name
Must be prompt and ready."

—Phoebe Cary

Memorize: "Let us strive honestly to be faithful in all things."

WHAT TO DO

1. Do our parents generally forbid us to do or have the things which are good for us?

2. Should we always obey? When? Why?

3. Must we always know why our parents do not want us to do or have some things? Why?

4. Do people like boys and girls who disobey?

5. Do people trust boys and girls who disobey?

6. What kind of baseball team would you have if some of the boys disobeyed the captain?

7. What kind of home would you have if everyone did just what he pleased?

8. Do your mother and father always do what they would like to do? Ask them.

9. To whom do they answer if they do not obey? Suppose your mother and father should refuse to obey anything, and just cared for their own pleasure; what would become of you?

10. Have you ever disobeyed?

11. What other harm is there in not obeying parents?

12. Go to the library and get a story called *Punishment in Camp*, by Harry H. Kiefer. Read this and answer the following questions: Why do soldiers have to obey? Is it ever right for them to disobey?

13. Note how many times you can obey this week, even though it means a sacrifice to you.

14. Choose a motto from the references given. Write it down in your notebook.

STORIES YOU WILL ENJOY

"The Crow's Children," in *Indian Folk Tales*, Mary F. N. Roulet.

"Bessie's Garden," in *Child Life in Prose*, J. G. Whittier.

"The Pony Engine," in *Christmas Every Day*, W. D. Howells. p. 51.

PRAYER

(Memorize this prayer and use it during the week.)

"Gracious Father, forgive me if I have disobeyed when I should have obeyed. Help us all from now on to obey our parents and our leaders. Help me to be very careful today and during this entire week. In the name of Jesus who obeyed his parents. Amen."

Answers to "What to Do"

LESSON 25

LIFE-SITUATIONS

The girl who played straws.—"Ruth," said her mother, "I am going upstairs to give brother a bath. As soon as I am through with him, you must come up and take yours." Ruth was very busy playing straws with her cousin.

"You had better put on some more hot water," called the mother from the bathroom, "so you will have warm water for your bath."

"All right, mother, I am going right away," but she did not move.

The time came for her to take her bath, and when her mother called her she gave the same answer as before, but she did not move. After her mother had called her four times, she came down to see what had happened, and found that Ruth had not even heated the water. When her mother scolded her for not having heated the water, Ruth replied, "I did not know that you wanted me to heat the water."

QUESTIONS

1. Did Ruth intend to put on the water when her mother told her? Why do you think so?
2. Did Ruth tell a lie when she said that she did not know her mother wanted her to heat some water? Why do you think so?
3. Do you think that girls or boys who do such things love their mothers? Why?
4. What should her mother have done to her?

The boy who forgot.—"Wallace, take the empty milk bottle with you on your way to school, and leave it at the Souters'. Tell them you will stop on your way back from school. I will need the milk for supper; so do not forget it."

"All right, mother," replied Wallace.

It was 4:30 P.M., and Wallace had not come home. They had supper at 5:30, and his mother was getting worried. Finally, after a long wait, she went to look for him and found him playing in a neighbor's yard with some boys. When she asked for the milk, he replied, "Why, I never had any milk!" "Oh, yes, I forgot to take the bottle along," he added as a second thought.

QUESTIONS

1. What was wrong with Wallace? Did he mean it when he said, "All right, mother"? Why do you think so?
2. What would happen if his mother made a habit of doing as Wallace did?
3. What should his mother have done to him?

The boy who was reading.—"Lee! Lee! Lee!" "He probably is reading again and does not pay attention to my calling," Mrs. Jenkins remarked after having called her boy several times.

Whenever Lee gets interested in a book, he does not pay any attention to his mother. This time she needed him very badly, as she was trying to put out a fire in the kitchen and she wanted him to get some water for her. But Lee kept on reading just as if he had not been called at all.

QUESTIONS

1. What was wrong with Lee? Why did he not answer?
2. Is there ever a time when one should not answer when called? When?

3. What should his mother have done to Lee?

4. What might have happened to Lee's house as a result of his failure to help his mother put out the fire?

REFERENCES

From the Bible.—I Sam. 3:1–10, 19–21.

From general literature.—

"Lord God of Hosts,
Be with us yet,
Lest we forget,
Lest we forget."

—KIPLING

WHICH LOVED BEST?

"'I love you, mother,' said little John,
Then forgetting his work, his cap went on,
And he was off to the garden swing,
Leaving his mother the wood to bring.

"'I love you, mother,' said little Nell,
'I love you better than tongue can tell,'
Then she teased and pouted half the day,
Till mother rejoiced when she went to play.

"'I love you, mother,' said little Fan,
'Today I'll help you all I can,'
To the cradle then she softly crept
And rocked the babe till it sweetly slept.

"Then stepping softly she took the broom,
And swept the floor, and dusted the room,
Busy and happy all day was she,
Helpful and cheerful as a child could be.

"'I love you, mother,' again they said,
Three little children going to bed;
How do you think the mother guessed
Which of them really loved her best?"

—JOY ALLISON

WHAT TO DO

1. Read the story of Samuel.

a) What difference do you find between the boy Samuel and the boys and girls in this lesson?

b) Suppose Samuel had been like the boys and girls, do you think what is written of him would ever have been said? Why?

2. Get from the library a book by Pyle, *Careless Jane*. You will enjoy the entire book. If you are too busy to read it all, read pages 15–22. How is this story related to the lesson stories here?

3. What is the difference between this kind of inattentiveness and disobedience?

4. Can you think of any time when inattentiveness meant loss to you or someone you know?

5. How does one learn to pay attention?

6. How can one learn to pay attention to what mother says, or to other people who should be listened to? Tell about it.

7. Do you know of anyone who is always saying, "By and by," "Pretty soon," "That is well enough, I guess"? Write a brief paper on how such a person would spend the morning. What would happen in the afternoon? What in the evening? What do you think would finally become of this person?

8. Compare your work with that of the other members of the class.

9. Suppose when the fire alarm signals a fire, the firemen should act like the boys and girls in the lesson; what would become of the homes and the people who lived in them?

10. Do not forget to choose a motto and take it with you to class.

STORIES YOU WILL ENJOY

"Darius Green and His Flying Machine," in *The Children's Third Book of Poetry*, E. Baker.

"Stevenson's Lighthouse," in *Lives and Stories Worth Remembering*, G. H. Kupfer.

"Lost," in *Glimpses of Pioneer Life*, Livingstone, p. 106.

Careless Jane, K. Pyle, pp. 7–15.

PRAYER

"Help us, O Lord God, never to be negligent in anything committed to us to do. Help us always to keep our ears open to the call of others, as Samuel did. May we realize that thou dost often speak to us through others. Forgive us for all our negligences. In Jesus' name. Amen."

LESSON 26

LIFE-SITUATIONS

The boy who was in a hurry.—"I tell you she won't come, and if she does she will come too late for the movies." Connely was trying to persuade his mother not to wait for his girl cousin who was coming to visit them that evening. Her folks lived in the country and they were to bring her to her aunt for two weeks. It was about eight o'clock, the motion picture started at 8:15, and Connely was awfully disappointed.

All of a sudden his little brother called in, "Here they come!"

The minute the car stopped, Constance jumped out and ran into the house. She gave Connely a little puppy, saying, "We had to wait for Mrs. Johnson. She promised to give me this Airedale for you when I came to visit you, and I did not want to go without it, because I knew how badly you were wishing for one."

Connely was filled with joy because he had been wishing for one for a long time. Then his mother looked at him and

QUESTIONS

1. How do you think Connely felt when his mother looked at him, reminding him of what he wanted to do?
2. How do you think his cousin would have felt if she had known what Connely wanted to do?
3. Did he deserve the Airedale? Why?

The girls who were late for the picnic.—Mr. David promised the girls that if they waited for him at the

parsonage he would take them in his car to a certain beach where they wished to go. The girls were very anxious to go, and so they reached the parsonage quite early.

After waiting for two hours and seeing no sign of Mr. David, four of the girls decided they would walk and beg for a ride on the way. Ten minutes after they left, Mr. David came and apologized for being late; he had had a blowout on the way. He then took the remaining six girls and went on to the beach. After waiting half an hour for the other four girls, who did not come, Mr. David took the six girls out rowing in his rowboat. Just as they were getting ready to go home, they noticed four girls strolling onto the beach tired out, almost crying, because they had not been able to get a ride and had had to walk all the way. They were cross because Mr. David did not come back to meet them.

QUESTIONS

1. Whose fault was it that these girls had to walk?
2. Was there any way that they could have avoided having to walk? How?
3. Should Mr. David have gone to meet them? Why?

The boy who wanted a hammock. George worked hard the first two weeks of his vacation so that he might be able to go for the next two weeks to a vacation school where he could make a hammock for himself. When he got to the vacation school, he was told that before he could work on a hammock, which required expensive material and time, he had first to prove that he had enough patience to make a scrap basket. Being in such a hurry to get to his project, he made a fizzle of the several baskets he worked on, so that he spent the entire two

weeks on the baskets and did not get a chance to make a hammock.

QUESTIONS

1. Do you think the school-teacher was right in making George spend all his time on the basket? Why?

2. Who was to blame that George did not get his wished-for hammock? Why?

3. Was it possible to learn to make both? Why do you think so?

REFERENCES

From the Bible.—"But let patience have her perfect work, that ye may be perfect and entire, wanting nothing."—James 1:4.

From general literature.—

"A pocket-handkerchief to hem—
Oh dear, Oh dear, Oh dear!
How many stitches it will take
Before it's done, I fear.

"Yet set a stitch and then a stitch,
And stitch and stitch away,
Till stitch by stitch the hem is done;
And after work is play!"

—C. G. Rossetti

"Endurance is the crowning quality
And patience all the passion of great hearts."

—Lowell

WHAT TO DO

1. Do you think the boys and girls in our lesson had very much patience? Why do you think so?

2.

Not in the clamor of the crowded street,
Not in the shouts and plaudits of the throng,
But in ourselves are triumph and defeat.

—Longfellow

Do you think that Longfellow had in mind such people as these boys and girls? Tell why you think so.

3. Look up in the dictionary the meanings of "patience" and "perseverance."

4. Ask an artist, a piano-maker, a music-teacher, a doctor, a grocer, a watch-maker, whether he needs patience and perseverance in his work, and how much. Then write down their names in order, beginning with those that say they need the least patience.

5. Do you know of anyone else who had patience? Who is that?

6. Try and see how much patience you will have this week with yourself and with others. Write it down daily and see whether you are developing your patience.

7. Do not forget to choose a motto for this lesson.

STORIES YOU WILL ENJOY

"Bernard of the Tuileries," p. 160; "How Stanley Found Livingstone," p. 141; "From Store Boy to Millionaire," p. 77; "Sir Humphrey Davy's Greatest Discovery," p. 65; "The Might of Patience," p. 56; "The Uplift of a Slave Boy's Ideal," p. 114, in *Stories from Life*, O. S. Marden.

"Different Kind o' Bundles," in *Story-Tell Lib*, Slosson.

PRAYER

(Use it throughout this week.)

"Loving Father, thou who hast so much patience with us all the time, we thank thee for the patience thou hast given to our parents, our teachers, to the scientists, to all the people who work on difficult tasks. Help us to grow like thee, full of patience and perseverance. May we never become discouraged, but may we keep at our task until it is finished, so that we may be trustworthy boys and girls: We ask this in Jesus' name. Amen."

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THE CONSTRUCTIVE STUDIES

THE Constructive Studies comprise volumes suitable for all grades, from kindergarten to adult years, in schools or churches. In the production of these studies the Editors and authors have sought to embody not only their own ideals but the best product of the thought of all who are contributing to the theory and practice of modern religious education. They have had due regard for fundamental principles of pedagogical method, for the results of the best modern biblical scholarship, and for those contributions to religious education which may be made by the use of a religious interpretation of all life-processes, whether in the field of science, literature, or social phenomena.

The Editors do not regard their task as complete because of having arranged for one or more books suitable for each grade. The series will always be subject to renewal and change. Books which, because of changing conditions in the religious world or further advance in the science of religious education, no longer perform their function will be dropped and new volumes will be added. In this way it is expected the series will always be adapted to those who are taking initial steps in modern religious education, as well as to those who have accepted and are ready to put into practice the most recent theories. As teachers profoundly interested in the problems of religious education, the Editors have invited to co-operate with them authors who have made practical experiments in the field in which they are asked to write.

The Editors are well aware that those who are most deeply interested in religious education hold that churches and schools should be accorded perfect independence in their choice of literature regardless of pub-

lishing-house interests, and they heartily sympathize with this standard. They realize that many schools will select from the Constructive Studies such volumes as they prefer, but at the same time they hope that the Constructive Studies will be most widely serviceable as a series. The following analysis of the series sets forth age groups and corresponding courses of study.

KINDERGARTEN

Religion in the Kindergarten (Bertha Matilda Rhodes). Designed as an aid in presenting religion to little children in a concrete, simple, and dramatic way. The Teacher's Manual is to be used with envelopes of pictures for the children.

The Sunday Kindergarten: Game, Gift, and Story (Carrie S. Ferris). Every lesson has its story, its games, and its appropriate table-work, all centering around a religious theme, with songs with music for each lesson. Illustrated story leaflets assist in centering attention on the religious theme.

PRIMARY

Child Religion in Song and Story. Book I. ***The Child in His World.*** Book II. ***Walks with Jesus in His Home Country*** (Georgia L. Chamberlin and Mary Root Kern). Each volume contains fifty songs with music, many texts of Scripture set to music, carefully arranged orders of service, stories and directions for story building, prayers, texts—all arranged in groups about ethical and religious ideas. For each child there is provided a series of leaflets forming a loose-leaf notebook, accompanied by crayons, pencils, pictures, songs, and poems.

Stories of Shepherd Life (Elizabeth Miller Lobingier). A project of thirty-six lessons built around the life-activities of the early Hebrew shepherds. Gives the child many opportunities for drawing, making notebooks, sand-table work, dramatization, modeling, weaving, spinning, collecting, construction, etc. Teacher's Manual and materials for pupil.

Hebrew Home Life and Festivals (Elizabeth Miller Lobingier). A single project based on factual material and designed to follow *Stories of Shepherd Life*. There is a children's reader with many illustrations in color and a Teacher's Manual.

Lives Worth Living (Emily Clough Peabody). A course containing twelve studies for young women. Six of these studies present the lives of women from the Bible and Christian history, representing the varied spheres of women in the home, the social circle, public life, the business world, the religious world, and the professions.

Young People's Projects (Erwin L. Shaver). These projects comprise the best type of material now available with which to challenge young people to think through the problems of the Christian life. Six programs here seek to provide for growth in Christian character through purposeful, complete, lifelike, and co-operative experiences on the Christian level. In order best to accomplish this aim, they are based on the project method, set forth in Mr. Shaver's recent book, *The Project Principle in Religious Education.*

A Christian's Life-Work. A project plan suggesting how Christian young people of high-school and college age may be helped to find that form of life-work for which they are best equipped and to use that life-work as a means of co-operating in the building of a Christian world.

A Christian's Recreation. This is a project plan to guide young people of high-school age and older in the discovery and use of Christian types of recreation.

A Christian's Attitude toward the Press. The object of this project program is to develop among young people by group discussion and activity an intelligent and effective attitude on the Christian level toward the public press.

Christian World-Builders. The aim of the program of activities offered here is to help young people interpret and use the resources of the world in accordance with the Christian purpose. Valuable source material is included to aid the group in determining the right use of life's advantages.

Christian Young People and World-Friendship. The various portions of the program are designed to enlist young people in the knowledge of and participation in the missionary work of the world. A directed study-activity that will lead the way for an intelligent effort at world-peace.

JUNIOR

An Introduction to the Bible for Teachers of Children (Georgia L. Chamberlin). *The Books of the Holy Bible.* The Bible contains many interesting stories and presents inspiring characters which are, however, buried in the midst of much that would not interest children. To help them to find these heroic stories, thus making the Bible to them a living book, is the author's purpose here. The story method is employed throughout, with the Bible in the hands of the children.

The Life of Jesus (Herbert W. Gates). In the fifth grade the children are offered a graphic, accurate, and well-selected arrangement of the life of Jesus from the point of view of Jesus as a hero. Every phase of his life calculated to inspire youth to Christian living is presented. Through the Notebook and the wealth of pictures, maps, and other illustrative materials furnished with it, the pupil completes and illustrates each of the chapters in the life of Jesus.

JUNIOR HIGH SCHOOL

Paul of Tarsus (Louise Warren Atkinson). Paul was a great hero. Most people know him only as a theologian. His life presents miracles of courage, struggle, loyalty, and self-abnegation. This book is intended to help the pupil to see such a man. It is a study of the boy Paul in his home, his student life, his Roman and Jewish surroundings, and, later, as the hero in the great ambitions and enterprises through which he worked for the spread of the religion of Jesus. The Notebook and Homework Book are admirable helps for the pupil.

Heroes of Israel (Theodore G. Soares). This book is an excellent illustration of the process of conserving the religious values of the Old Testament as pupils advance in years. Each story contributes its ethical message. The full text of the stories is included in the pupil's book. The Teacher's Manual contains carefully prepared suggestions for the preparation and presentation of each lesson. The Pupil's Text presents the biblical material, retells the hero stories, and raises questions for class discussion.

Right Living: A Discussion Course for Boys and Girls (Maurice J. Neuberg). That character may be scientifically developed is the principle underlying *Right Living*, a discussion course for seventh- and eighth-grade boys and girls. The

author has gathered nearly a thousand problems or life-situations which early adolescents face. The most prominent and crucial of these are presented here to the boys and girls in a manner and vocabulary adapted to their interests and needs. Biblical studies, references to general literature, and games and other character-building activities for motivating the studies are suggested.

SENIOR HIGH SCHOOL

Biblical Courses

The Life of Christ (Isaac B. Burgess). Although intended for pupils of high-school age, and emphasizing those aspects of the life of Jesus which would most interest boys and girls who are beginning to think for themselves in religious matters, this book may be used as a basis for the study of the life of Christ for even older pupils. This study provides for a thorough and constructive type of work. The aim has been to enrich the religious life through a closer and deeper knowledge of the life of Jesus.

The Hebrew Prophets or Patriots and Leaders of Israel (Georgia L. Chamberlin). Many people who are interested in the work of boys and girls of high-school age have come to believe that the problems which the Prophets faced, and their manner of meeting those problems, provide the best material through which to approach moral, civic, and social situations in our own day.

Christianity in the Apostolic Age (George H. Gilbert). The story of the early days of Christianity may be remote and dull, or vitally interesting, according to the method of its presentation. The author of this book has chosen for emphasis living men rather than dead doctrines.

SENIOR HIGH SCHOOL

Ethical Courses

The Problems of Boyhood (Franklin W. Johnson). This book will be useful, not only in the Sunday school, but in day school, Association classes, or any field of boys' activity with boys. Such topics as Keeping Clean, Habits, Gambling, Betting, Clean Speech, Right Thinking, Sex, Loyalty, Self-Control, and other themes.

Young People and the Church. A procedure is here suggested for a unified program of educative activities for young people with the aim of developing a more intelligent, devoted, and active loyalty to the church.

SENIOR HIGH SCHOOL

Supplementary Courses

Studies in the Gospel According to Mark (Ernest D. Burton). A careful study of the most graphic of the Gospels, aided by notes, questions for consideration, maps, pictures, and a dictionary. The principal object of this book is to show pupils how to master a biblical book.

The Third and Fourth Generation (Elliot R. Downing). This book gives a practical answer to the question of how teachers of religion and science may lead pupils of the adolescent years to such an appreciation of the facts of life as will increase their sense of responsibility for their own bodies, and will help them to avoid those forces which lead to deterioration and to cultivate those which upbuild human families both physically and mentally.

Paul, Son of Kish (Lyman L. Henry). In this story imagination binds together isolated facts in a vivid historical restoration of the life of Paul, from his youth in Tarsus through his varied experiences to his martyrdom in Rome. This story assembles and faithfully blends with the Bible stories of the period the customs and historical incidents in relation to the personality of Paul.

ADULT GROUP

The biblical studies assigned to the high-school period are in most cases adaptable to adult classwork. There are other volumes, however, intended only for the adult group, which also includes the young people beyond the high-school age. Additional courses are in preparation; they will seek to interpret problems of modern life from the Christian point of view. The books now available are as follows:

The Life of Christ (Ernest D. Burton and Shailer Mathews). A careful historical study of the life of Christ from the four gospels, with copious notes, reading references, maps, etc. A new edition is in preparation.

What Jesus Taught (A. Wakefield Slaten). After a swift survey of the material and spiritual environment of Jesus this book suggests outlines for *discussions* of his teaching on such topics as civilization, hate, war and non-resistance, democracy, religion, and similar topics. Can be effectively used by laymen as well as professional leaders.

Religious Education in the Family (Henry F. Cope). An illuminating study of the possibilities of a normal religious development in the family life. Invaluable to parents.

Great Men of the Christian Church (Williston Walker). A series of delightful biographies of men who have been influential in great crises in the history of the church.

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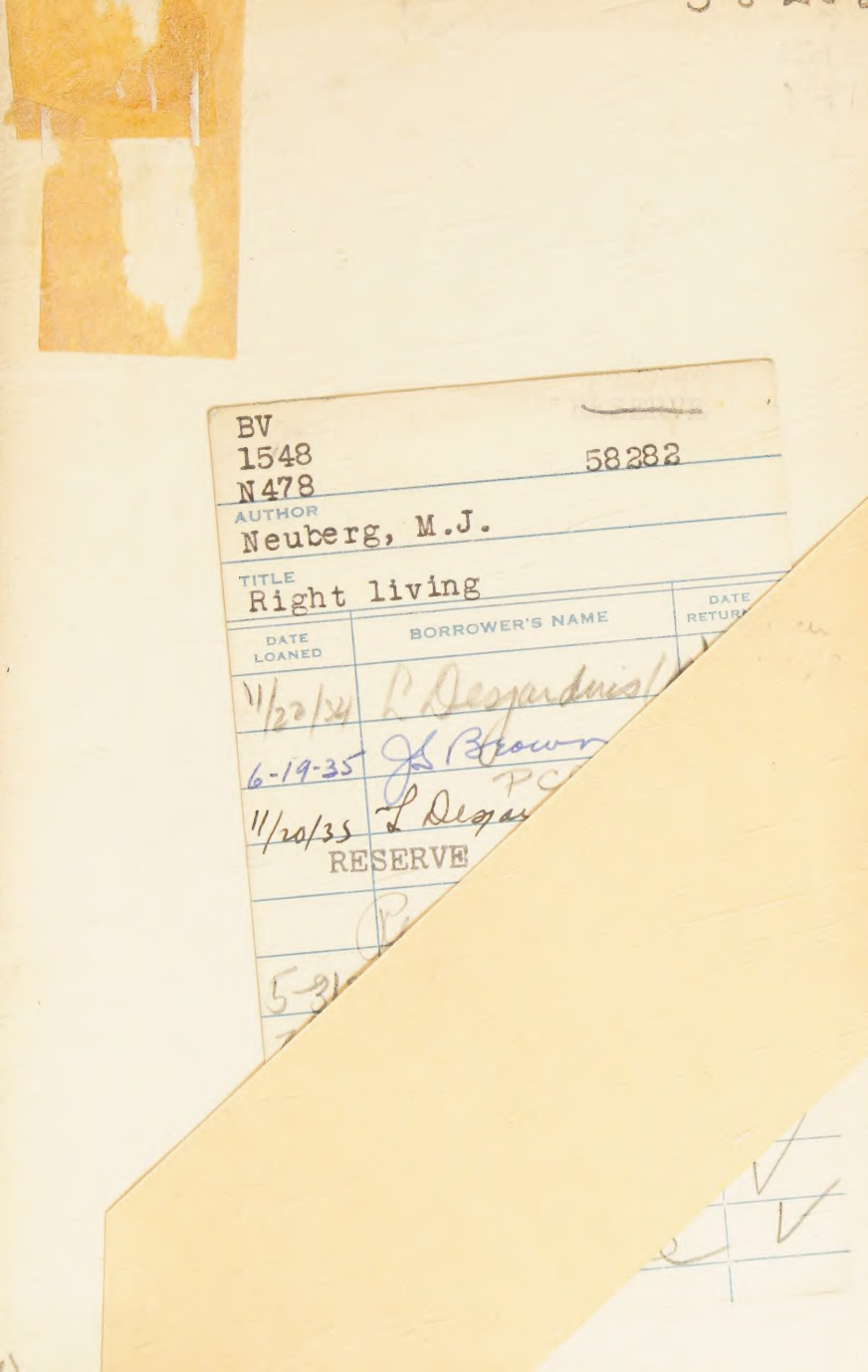

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